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ABSTRACT

The flood of new programs funded under Title I of the 1965 Elementary Secondary Education Act of 1965 provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. Bits and pieces of research throughout the country are entombed in DISSERTATION ABSTRACTS INTERNATIONAL and university libraries. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series. The first step taken was to do a computerized search of the available tapes of DISSERTATION ABSTRACTS INTERNATIONAL from 1965 to 1969 employing the following special descriptions: black, Puerto Rican, inner city, ghetto, Negro, disadvantaged; and others. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged. A hand search was then conducted for documents appearing in the January 1970 to June 1972 volumes to bring the collection as up to date as was possible at that time. Each collection is organized in the following way. Documents are first under main topics. Under the main headings abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name or author. (Author/JM)

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ERIC/IRCD DOCTORAL RESEARCH SERIES
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SCHOOL DESEGREGATION: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS

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Preface

The seven years since the enactment of ESEA Title I in 1965 provided a unique opportunity for anthropologists, sociologists, psychologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and to students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory and innovative programs, but it also mandated built-in evaluation measures. The flood of new programs provided fertile grounds for doctoral dissertation research on the education of the disadvantaged.

The plaintive cry of most students completing doctoral dissertations has been "all that work and where does it lead?" Bits and pieces of research throughout the country are entombed in Dissertation Abstracts International and in university libraries with only upcoming doctoral students forced to survey what has been done so that new outlines will not duplicate what has already been completed.

The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series.

The first step taken was to do a computerized search, using the Datrix system, of the available tapes of Dissertation Abstracts International from 1965 to 1969 employing the following special descriptors: black, Puerto Rican, Mexican American, inner city, poverty, ghetto, urban, slum, rural, Negro, American Indian, and disadvantaged. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged.

A hand search was then conducted for documents appearing in the January 1970 to June 1972 volumes to bring the collection as up to date as was possible at that time. Descriptors used for the hand search were: disadvantaged, desegregation, inner city, black, Negro, American Indian, Mexican American, Puerto Rican, (Spanish surname added later).

In all, over 700 abstracts were photocopied, sorted, and indexed. All indexing in Dissertation Abstracts International is based on titles rather than on abstracts. There are limitations resulting from the omission of other descriptors and computer or human oversight.

It is expected that each of the collections will, by providing all related abstracts in one document, be of value to many lay, professional, school, and university groups.

Dissertations may be bought in microfilm or hard copy from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order

numbers have been provided for each dissertation at the end of the citation. Prices have not been indicated because of past or possible future changes. In addition, dissertations may frequently be borrowed on inter-library loan from the sponsoring universities.

Each collection is organized in the following way. Documents are first grouped under main topics. Under the main headings, abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name of author. There is also a subject index, which includes several refererences for each abstract, an author index, and an institution index.

In the interest of objectivity and comprehensiveness, all appropriate documents have been included even though many present conflicting views, and do not necessarily represent the Center's policy or position.

The Center would like to be informed of other appropriate dissertations in these categories since there are plans to update and supplement these collections in the future. The name of the author, the title of the dissertation, and the month and year of completion is the only information required.

History

1. McCarrick, Earlean Mary. Louisiana's Official Resistance to Desegregation. Vanderbilt University, 1964. 256p. Adviser: Daniel R. Grant. 65-4551.

This thesis examines the reaction of Louisiana officials to the 1954 decision of the United States Supreme Court declaring racial segregation in public education unconstitutional. It seeks to determine the impact of the Court's decision upon the internal political process in Louisiana--upon its traditional patterns of racial moderation, executive-legislative relationships, and its bifactional party system. Further, it seeks to shed light on the impact of the desegregation controversy on the American pattern of intergovernmental relations and the national separation of powers.

In responding to the Court's decision, Louisiana abandoned its traditional policy of racial moderation. The rise of racism and resistance was largely a function of the corrosion of the traditional executive-legislative relationship which dictates that the governor play the role of chief legislator. The governor abdicated his position. The racist North Louisiana legislator moved to fill the policy-making vacuum. The moderate South Louisiana legislator did not oppose that move. The rise of legislative racist power paralyzed the bifactional system. In exercising policy-making power, the legislative racists operated thus outside the framework of moderation, of bifactionalism, and of gubernatorial leadership. In so doing, they produced a crisis of major proportions. To justify racism and resistance within the framework of the Constitution, the legislative racists asserted that the Constitution is a compact among sovereign states and that the tenth amendment conferred substantive power upon the state. They resurrected the doctrine of nullification under the guise of the interposition doctrine and declared the Court's decision void. They advanced the "legislative immunity" theory under which legislative actions are immune from injunctive action by federal courts. Legislators could thus implement segregation statutes without interference by federal courts.

The state based its hope for success not upon the Court's acceptance of these theories but upon the strategy of "legislate and litigate." Although most of this segregation legislation was eventually invalidated, its enactment played an essential role in racist strategy. The strategy was to delay and obstruct by exploiting the possibilities inherent in the federal system and national separation of powers. Federal courts, ordinarily slow, are especially so in matters involving states. Further, the power traditionally conferred upon southern congressmen tends to delay or to prevent action by the national political branches in support of a Court decision opposed by a number of states. Upon such considerations, the state sought to delay desegregation indefinitely. Such a strategy was partly successful. Desegregation on a token basis began only in late 1960. At mid-1963, desegregation was still token. That the state did not achieve its goals more fully is attributable primarily to the persistence of the federal district court. In addition,

the national executive and legislative branches began to lend support to the courts. Events in Louisiana illustrate two ironies of American government: (1) state power, commonly cited as a bulwark against central encroachment on individual rights, may itself be used to destroy those rights and (2) the judiciary--the most oligarchic branch of the government--has in race relations been the democratizing agency.

Louisiana's tradition of moderation, as reflected in the minority opposition of South Louisiana legislators and the Orleans School Board, began gradually to reawaken. A segregationist governor began to withdraw his support of resistance, prompted in part by the economic necessity of placating the national administration to secure a generous settlement of the dispute over the distribution of tidelands money. The diminution of racist power and the reorientation of policy away from resistance did not, however, restore pre-1954 conditions. At mid-1963, gubernatorial supremacy had been reasserted but the bifactional structure had not resumed its pre-1954 role, and sentiments against Negroes, the Supreme Court and the national government still affected race relations and politics in the state.

2. Huie, Henry Mark, Sr. Factors Influencing the Desegregation Process in the Atlanta School System, 1954-1967. University of Georgia, 1967. 305p. 68-5054.

The purpose of this study was two-fold: to present the history of the desegregation movement in the Atlanta Public School System from 1954-1957, and to explicate the policies and procedures involved in the process of desegregation.

The method of research was historical--descriptive with data gathered from minutes of meetings of the Atlanta Board of Education; from court records; from correspondence and general files of appropriate organizations; from literature dealing with desegregation activities in other parts of the country; and from interviews with selected persons. After the information was gathered, it was evaluated and synthesized, and resulting conclusions were formulated.

A study was made of petitions presented to the Atlanta Board of Education by parents of Negro children. The parents requested the Board to comply with the 1954 and the 1955 decrees of the United States Supreme Court which had declared segregated education unconstitutional. This was followed by a study of court action brought against the Atlanta Board which sought and obtained the desegregation of Atlanta's schools. Then a study was made of laws in the State of Georgia which, in the beginning, made it virtually impossible for the Board to follow the court mandates to desegregate without the loss of state funds for school operation. Then a review of all actions of the Board in response to petitions, court actions, and changes in State laws was undertaken. Finally, a detailed analysis was made of the planning by school personnel, city officials, and organizations of interested and concerned citizens to prepare for desegregation.

Six factors which seems to contribute most to successful desegregated education were:

1. To begin desegregation in Atlanta schools, capable Negro pupils were selected for transfer to previously all-white schools. This virtually assured their academic success even with keen peer competition from white pupils.
2. Desegregated education was begun in all quadrants of the city simultaneously thus minimizing the possibility of accusations of discrimination against communities in lower income areas.
3. City officials and the police department joined hands with school personnel, taking positions of both moderation and firmness. All, however, advocated continued open schools.
4. A vast reservoir of Atlanta citizens, knowledgeable politically and sophisticated generally, were committed to fairness and justice to all regardless of race. They advocated open schools with integration; they were basically law-abiding citizens.
5. The Board of Education exercised precise timing in moving from an apparent apathetic state to one of strong and courageous leadership, being neither precipitant nor laggard. It acted when action seemed to be most effective, blending practicality with good judgment.
6. Noteworthy in Atlanta was the understanding and mutual respect of the representatives of the various news media and school personnel. News was reported impartially and factually. The relationship was a profitable public relations project for both the schools and the press.

Court-ordered desegregation began in Atlanta with the opening of school in 1961. Nine pupils entered previously all-white high schools. During the 1966-1967 school year, more than 9,000 pupils were enrolled in previously segregated schools.

3. Bartley, Numan Vache, Jr. The Rise of Massive Resistance: Race and Politics in the South During the 1950's. Vanderbilt University, 1968. 626p. Adviser: Professor Dewey W. Grantham, Jr. 68-17,960.

The purpose of this thesis is to describe and evaluate the rise of "massive resistance" to public-school desegregation in the South during the 1950's. President Harry S. Truman's civil-rights program and a series of United States Supreme Court decisions culminating in the 1954 school desegregation ruling struck directly at institutionalized white supremacy at a time when the forces set loose by a changed intellectual climate, the depression, World War II, urbanization, and industrialization were placing severe strains on the southern social system. This situation sparked a white reaction that sought to restore and protect time-honored conventions. The movement in defense of southern-rural-small town values offered massive resistance to social innovation, and it dominated southern politics during much of the 1950's.

The politicians and political activists who led the massive-resistance campaign were in the tradition of nineteenth-century bourbonism, and, in this work, they are referred to as neo-bourbons. Just as an earlier generation of bourbons had sought to end the First Reconstruction, neo-bourbons strove to crush the Second Reconstruction. Generally, neo-bourbonism represented southern reaction and aimed at imposing a static,

agrarian social and ideological structure upon an urban-industrial South. The whites of the black-belt South provided the massive-resistance movement with its hard-core following, but, as the region's most militant defenders of segregation, neobourbons also attracted numerous recruits and allies among whites living elsewhere in the South.

The principal opposition to massive resistance centered around two other broad political ideologies, which are termed neopopulism and business conservatism. Neopopulism represented southern liberalism. It too was rural in origin and tradition, but it nevertheless contained basic elements of true liberalism--democracy, individualism, and concern for social justice. Although neopopulists normally appealed most successfully to hill-country whites, the proponents of massive resistance utilized the segregation issue to undermine this support. Business conservatives sought a northern-type, urban-industrial society. Members of the growing urban-suburban middle class provided the basic following for political advocates of this doctrine. Business conservatives were the southern moderates, but, in the political atmosphere of the 1950's, they often found themselves ever more aggressively defending segregation, and "moderation" came to be a word meaningful only in a relative sense. Despite considerable state-to-state diversity, the political warfare of massive resistance revolved broadly around these three ideologies.

The harbingers of massive resistance were the Dixiecrats, who represented a broad and purposive, if somewhat premature, resurgence of the old order. In 1950 Supreme Court decisions unfavorable to segregation intensified the fears of southern traditionalists, but the presidential election of 1952 indicated that sustained popular concern for white supremacy was concentrated largely in the Deep South. Only in the Deep South did state governments enact legislation to prevent desegregation prior to Brown v. Board of Education. The Brown decision sharpened the politics of race in the Deep South, while the states of the upper South drifted indecisively, taking no major steps either to comply with the Court ruling or overtly to defy it. The southern mood leaned toward social reaction, however, and during the year following the second Brown decision of May, 1955, massive resistance grew to maturity. The massive-resistance forces sought to draw the line sharply between segregation and integration, and they developed a comprehensive resistance program. During 1956 Virginia joined the states of the Deep South in adopting interposition as state policy, and other states of the peripheral South shifted toward more militantly segregationist positions.

The period following the Little Rock crisis of 1957 marked the climax of the massive-resistance movement. For a time it seemed that southern neobourbons might achieve regional unity and succeed in facing down the federal courts and defeating the principle of the Brown decision. But ultimately total resistance to desegregation required closing the public schools, and school closures in Arkansas and Virginia threatened the material progress of the region and the future of entrenched southern institutions. During the winter of 1958-59, massive resistance lost the initiative in southern politics. First in the upper South and then during the early 1960's in the Deep South, the massive-resistance front gradually collapsed.

The demise of massive resistance did not herald the inauguration of a new political order in the South. The acceptance of token desegregation was a conservative reaction to massive-resistance extremism and represented no real break with the past. The neobourbon proponents of massive resistance failed to achieve their aim of "nullifying" the Brown decision, but they did enjoy considerable success in stabilizing social and political patterns during a period of economic and demographic change.

The principal source materials used for this study were the collections of newspaper clippings, segregationist literature, and other materials located in the libraries of the Southern Educational Reporting Service in Nashville, Tennessee, and the Southern Regional Council in Atlanta, Georgia.

4. Ingster, Bernard. A Study of the Concept of Urban Neighborhood Education Illustrating an Emphasis on the Relationship of the Neighborhood School to Disadvantaged Peoples. Rutgers-The State University, 1969. 142p. 70-3359.

This is a study of historical and contemporary meanings of the concept of urban neighborhood education and their relation to educational theory as it applies to currently recommended alternative school organizations.

Analysis proceeds, through historical research, from the assumptions that the schools are influenced by three separate, if related forces: (1) the geographic community--the physically contained population, with its institutions and modes of life, immediately surrounding the school; (2) the educational commonwealth--the community of educationally interested lay citizens and persons involved professionally in education; (3) the wider community- a cultural extension beyond geographic communities, reflecting man's life styles and aspirations.

Characteristic associations are shown between American urban neighborhood schools and two groups of disadvantaged peoples with whom they have been prominently identified--turn-of-the-century European immigrants and Southern migrants during and after World War II.

In early, non-urban America, limited elementary school programs were offered at facilities located conveniently within geographic communities. Over time, the educational commonwealth and wider community forces built legal support for free, compulsory education while simultaneously expanding curriculum content. With the growth of American cities, new urban geographic communities developed from European immigrant populations, found common interest with the commonwealth and wider community in broadly using neighborhood schools to serve formal and nonformal educational needs. The communities jointly met immigrant needs for play space and recreation, for training to facilitate entry into American life, and for gaining feelings of participation and control over important decisions within alien institutions.

Between World War I and World War II, history discloses a decline in the geographic community role in defining educational aims, a shift in educational commonwealth interest to scientific pedogogy and educational

policy movement toward wider community ends. Additionally, American Negroes, with similar needs of European immigrants, poured into urban centers and built pressures to alter socioeconomic and political disadvantages. A key challenge to neighborhood schools came from thrusts against de jure and de facto racial segregation.

The study revealed six categories of criticism of urban neighborhood education: (a) antiquated facilities; (b) poor students' and public image about school quality; (c) deviation from common school traditions; (d) failure to provide racially integrated educational experience; (e) economic waste; and (f) poorly conceived education for exceptional children.

Four major recommended alternatives to neighborhood schools evolved and were studied: (a) transporting students to facilitate integration; (b) "pairing" two adjacent schools; (c) developing magnet schools; and (d) establishing educational parks.

The study details four categories of support for neighborhood school education. Closeness of the school to the neighborhood was said to: (a) have advantages to parents, teachers, and administrators; (b) advance social aims; (c) help the disadvantaged in particular; and (d) best serve the preferences of the geographic community. There is also interest by Negroes in using neighborhood schools to develop feelings of black dignity and self-worth through black geographic community participation in and control of school matters.

The conclusions of the study are: (1) The urban neighborhood school is a viable educational institution with important differences from other schools in the history of American public education. Its most impressive contributions have come when there were consonant concerns by the geographic community, the educational commonwealth, and the wider community. (2) The concept of urban neighborhood education is an historical reservoir of experience relevant to the promotion of intellectual and social growth leading to personal dignity and maximum individuality in a world context of complex interrelationships. (3) A more general conclusion is that a concept of three "communities" is appropriate for projecting proposed school organizational patterns into a broader perspective for making reliable evaluations.

5. Rush, William. Present Status and Future Prospects of the Negro High Schools in Arkansas, (1954-1969). University of Arkansas, 1969. 207p. Adviser: D. R. Miller. 70-394.

The major objective of this study was to determine the present status and future prospects of the Negro high schools in Arkansas by analyzing recent developments and trends since the 1954 Supreme Court desegregation decision (Brown vs. Board of Education) to 1969. Another purpose was to construct a historical background for these fading institutions.

The population of this study consisted of the 129 public Negro high schools in the state of Arkansas as defined and listed in the State of Arkansas Educational Directory from 1953 to 1969. The 21 variables chosen for the study were: 1. Accreditation classification. 2. Certificated counselor. 3. Music specialist. 4. Physical education specialist. 5. Physics is taught. 6. Foreign language is taught. 7. Certificated librarian. 8. Full-time secretary. 9. Number of units offered. 10. Number of advisements and

warnings. 11. Average number of library books per pupil. 12. Pupil-teacher ratio. 13. Number of academic classes under 10. 14. Number of academic classes over 30. 15. Number of teachers and principals with master's degree or above. 16. Number of teachers without bachelor's degree. 17. Total number of teachers. 18. The number of seniors enrolled. 19. Total enrollment. 20. Average teacher's salary. 21. Total insurance value.

The data for the study were collected from the following sources: 1. Recent doctoral dissertations that were related to this study. 2. Professional books, periodical articles, pamphlets, and bulletins. 3. Annual reports of the Arkansas State Department of Education. 4. Certain files in the Arkansas State Department of Education. 5. Newspaper articles.

The data were processed in the Computer Center, University of Arkansas, on the IBM 7040 Computer, using CORREG (Correlation Regression Program).

First, a considerable number of Arkansans, by reason of their color or race, are being denied educational opportunities equal with those for whites within the same school district. Secondly, the educational disabilities of Negro students in Arkansas are part of the state's present educational crisis that involves a general acceptance of the separate-but-equal philosophy among a vast portion of the white population of Arkansas.

The number of Negro high schools in Arkansas is steadily decreasing. Almost half of the school districts in Arkansas that have Negro pupils no longer operate Negro schools. The remaining high schools are getting better--if their State Department of Education accreditation classification is used as a criterion. In the school year 1968-69, more than half of Negro high school students in Arkansas were educated at Negro high schools. A trend toward single school systems is developing. Only two study variables (12 and 13) were nonsignificant at the .05 and .01 levels for both of the critical study years, 1963-64 and 1968-69.

All high schools should employ more specialized personnel and general secretarial aid. High schools with accreditation classification rating of X and C should be phased out at once; those with B and A accreditation classification should be upgraded to NC as quickly as possible. There should be equal education for all youths, non-white and white. There should be a single school system in each district because dual systems are too expensive, and because the principle of separate-but-equal has never been adequately practiced, and it would not or could not be filled in the future. The investigator also believes that there is a great need for reorganization and consolidation of schools in the state of Arkansas.

On the basis of the evidence produced by this study, the following recommendations for further study are made: 1. A study to determine the feasibility of the use of microfilming of records in the Arkansas State Department of Education. 2. A study to determine the impact of changed status for Negro high schools upon the four predominantly Negro higher educational institutions in Arkansas. 3. A study to determine the possibilities of improving the methods and procedures for classifying the high schools in the state. 4. A study to determine the possibilities of more reorganization and consolidation of school districts in Arkansas.

6. Bundy, Vivian Mayo. An Analysis of Desegregation Activities Carried Out Under Title IV of the Civil Rights Act of 1964 in Eight Selected North Carolina Administrative School Units, 1960-1968. University of North Carolina at Chapel Hill, 1970. 279p. Adviser: Neal H. Tracy. 71-11,677.

After the Brown cases of 1954 and 1955, many changes occurred in public education. The purpose of this study was to examine desegregation activities carried out in Eight Selected North Carolina Administrative School Units which were funded under Title IV of the Civil Rights Act of 1964, from 1965 to 1968. The office of Equal Educational Opportunity invested $1,002,735 in Title IV funds for programs intended to aid these school units in moving from a dual to a unitary school system. There were not (sic) cities with large racial residential enclaves included in the administrative units studied.

The study included a review of the historical and legal background for segregation, an investigation of in-service education, a study of in-service desegregation activities carried out under Title IV, and an analysis of organizational patterns which resulted in the Eight Selected North Carolina Administrative School Units. The minutes of the Selected Boards of Education were analyzed to investigate changes in position regarding race. Statistical data at the local, state, and national levels were recorded before and after desegregation took place. Organizational changes which developed as a result of Title IV activities were recorded. Furthermore, a brief historical description of each administrative unit was set forth. Personal interviews were conducted with various superintendents, some students, faculty, and board members in the Eight Selected North Carolina Administrative School Units.

In the School Systems examined the following findings established the results of the In-Service Desegregation Institutes funded under Title IV of the Civil Rights Act of 1964:

1. The evaluations by participants of the in-service desegregation activities were extremely favorable, reporting that such activities promoted a feeling of security, dispelled myths, and provided information needed in moving to a unitary school system. The principal obstacles, according to the participants, in the in-service program were fatigue and lack of time, although some teachers did not like the idea of Black consultants, eating with Blacks, and/or examining the evils of a segregated society. The motivating force was the stipend and the desire to study the unitary school program.
2. The dual school system was eliminated and a unitary school system was instituted with no violence, no lawlessness, and no need for police protection.
3. The firm positions taken by the Selected Boards of Education to implement a unitary school system minimized outside pressures. The success of the move from a dual school system to a unitary school system in the Eight Selected North Carolina Administrative School Units was reflected in the transfer of only 27 students to private schools out of a total of 48,825 students.

4. The establishment of a unitary school sytem was hampered because of the North Carolina position of Freedom-of-Choice, supported by the State Superintendent of Public Instruction. Furthermore, little or no active support was in evidence from churches, civic clubs, or local politicians.
5. The non-white facilities (fifty per cent) were utilized for integrated schools. Other non-white facilities were abandoned, sold, and/or leased to civic agencies.
6. The school staff did not lose their positions as a result of desegregation; however, only two Black principals retained their positions in integrated schools. Other administrative personnel were transferred to the central office, made assistant principals, coordinators of federal programs, or retired.
7. The schools reported no signs of resegregation after integration took place although students tended to continue social segregation at the junior and senior high levels. All extracurricular activities were continued. Regardless of the percentages of race mixings, however, the non-whites reported that schools were oriented to white culture.

7. Carrington, Joel Acus. The Struggle for Desegregation of Baltimore City Public Schools, 1952-1966. University of Maryland, 1970. 174p. Adviser: Dr. Robert G. Risinger. 71-4044.

Baltimore City, having experienced an early fight to desegregate a special college preparatory course in one of its leading high schools, presented an image of readiness to accept the desegregation order emanating from the decision of the Supreme Court in the case of Brown v. Board of Education of Topeka in 1954. The prompt action which characterized Baltimore's favorable response drew commendations from many groups, national and local. This auspicious beginning, while serving as a model for less certain communities, failed to demonstrate the intensity of purpose and execution needed to prevent critics from illuminating its weakness and doubting its soundness.

The major purpose of this study is to describe and analyze the impact of the Brown decision on the Baltimore City Schools and its subsequent development. The pre-Brown desegregation fight is outlined and seen as the basis for compliance in 1954. The acceptance and implementation of the Brown decision by the Board of Education rests upon its legal and moral perception. Moreover, in regard to policy, the major change needed for immediate compliance was the mere elimination of race as a barrier under a traditional policy of "free choice." Although this official policy of color blindness permitted desegregation to take place, persons opposed to its operation could use the elasticity of "free choice" to undermine its effectiveness. Of greater concern to civil rights groups and other organizations conducting a scrupulously vigilant campaign of observation, the procedures and practices employed by the department itself tended to forestall effective desegregation if not to encourage segregation.

Armed with the results of their own investigation, statistics showing

an alarming number of students still attending segregated schools, and an increased awareness of the incidence and reality of "de-facto" segregation, community groups forced the Board of Education to restudy and modify its original policy. The resulting changes revealed the tendency of the Board to react in principle to pressure, but unwilling to abandon "free choice" and assert vigorous leadership. Symptomatic of this condition was the continued criticism of practices which frustrated desegregation.

An attempt to restrict enrollment in one of the City's major high schools erupted into a full scale controversy over an adequate racial balance and composition on the one hand and the relative merits of the comprehensive versus specialized school on the other.

The study notes the conflicting viewpoints and philosophical bases of contending groups. This is especially evident over such ideas as racial balance, de facto segregation, and forces susceptible to administrative control and direction.

The study concludes that Baltimore City sought to conform to the law as stated regarding desegregation. It did this with a minimum of change, by hoping to establish conditions which permitted desirable changes to take place. The burden of proof and initiative, however, rested with proponents. By doing so, the city rejected the activist role and revealed a penchant for law restriction rather than law expansion. In addition, it failed to see the dualism which persisted in this kind of framework. Thus it refused to equate equal opportunity with persistent efforts toward unification. In effect, it resisted appropriate alternatives for aggressive action in favor of a reliance on voluntary efforts.

8. Jackson, James William. A History of School Desegregation in Lee County, Florida. University of Miami, 1970. 281p. Adviser: Dr. Gordon Foster. 71-19,872.

The purpose of this study was to conduct a review of the historical materials relating to the school desegregation question in Lee County, Florida, during the period 1954 to 1969. The historical method was employed in researching available data relating to school desegregation in Lee County.

In order to provide a framework for the collection and analysis of the historical data relating to Lee County school desegregation, the following categories were used as guides in gathering the source data: population characteristics of Lee County; economic characteristics of Lee County; educational data of Lee County; legal actions and school board activity concerning the Lee County school desegregation question; political activity in Lee County and Florida; religious activity in Lee County; social-emotional climate in Lee County; other related areas.

The following source materials were examined for the purpose of gathering specific information relating to the desegregation of schools in Lee County: minutes and other official records of the Lee County School Board; reports and correspondence of the Lee County School Superintendent; press reports in the local newspaper relating to school desegregation in Lee County; court proceedings, decisions, and testimony of legal action

relating to school desegregation in Lee County; census data indicating specific community characteristics of Lee County during the period under study; other documents and sources which became important during the conduct of the study.

The following approximate five-year periodization was used to reflect significant moments in the desegregation of Florida and Lee County schools: 1954, the Brown decision; 1959, the desegregation of the first public school in Florida; 1964, the Civil Rights Act of 1964 and the first pupil desegregation in Lee County.

The study revealed the following findings: the population characteristics of Florida and Lee County are similar in such categories as age distribution, rate of birth, and rate of death; the economic growth of Lee County has placed the area quite high in rate of development and nonagricultural activities; the educational system remained segregated long after 1954, and school construction programs were designed to meet the needs of a segregated residential community; no attempt was made by the local school board to begin a voluntary desegregation of the schools until a suit was filed in federal court to force such action; civil rights activities have been limited to court actions, such as the school desegregation suit; and, the local newspaper played an important role in reporting racial events objectively and with editorial statements seeking peaceful resolution to the problems of school desegregation in Lee County.

Conclusions drawn from the data and the findings included these areas: numerous examples of rigid racial segregation existed in both Florida and Lee County prior to the Brown decision of 1954; this segregation was continued in the Lee County schools from 1954 to 1964; the basis for the first desegregation was a suit filed in federal court by Negro parents from Lee County, inspired by a local civil rights group; the school board has refused to initiate any significant program for the elimination of segregated schools in the county without court action requiring such desegregation; the official minutes of the school board did not reflect a complete record of the discussions and negotiations which took place as decisions were made with regard to desegregation; and, the Superintendent and his staff were limited in their exercise of leadership due to the lack of Board support in planning for future increased school desegregation.

The findings and conclusions of this study suggest two areas for further research: similar studies should be conducted in communities with varying degrees of progress in school desegregation to more fully determine those events and decisions which assisted or delayed the desegregation of the schools in the community; and, a study should be conducted to determine the nature and degree of community influence brought upon such a school board as that in Lee County during the process of desegregation.

9. Vrame, William Anton. A History of School Desegregation in Chicago Since 1954. The University of Wisconsin, 1970. 423p. Adviser: Professor Russell T. Gregg. 71-328.

The primary purpose of the investigator was to study problems which have confronted the Chicago Public School System in its attempt to improve racial balance in the schools. On March 11, 1968, the Chicago Public School System implemented a pilot project busing plan to desegregate the schools. The busing plan involved one-way busing of Negro children in the Austin community on the west side of Chicago to white schools on the northwest side. The investigator wanted to answer four questions about desegregation in Chicago and the pilot busing plan: 1) what has been the history of de facto segregation in the Chicago Public Schools?, 2) what has been the history of the Austin community and what was the socio-economic structure of the community at the time of the busing plan, and how did these factors influence the outcomes of the busing plan?, 3) what additional factors may have influenced the outcomes of the busing plan?, and 4) do the data compiled by the Chicago Public School System reveal any facts that might be helpful to the decision-making process concerning the design and implementation of future school desegregation plans?

The researcher utilized various methodological techniques to answer the questions posed above. These techniques included the historical method and interviews with involved participants. The researcher resided in the Austin community for several months prior and subsequent to implementation of the busing plan. During this period, he conducted numerous interviews with officials who played a role in the formation of school policy on school desegregation. Interviews were conducted with officials of the Chicago Public School System, civil rights leaders, government officials, politicians, community action groups, parents in the Austin community, and other involved participants to the controversy.

The investigator found that little if any progress had been made by the Chicago Public School System to eliminate de facto segregation in the schools to 1970, in spite of the busing plan which was implemented in 1968. De facto segregation in the schools continued to remain a major problem confronting the school system at the beginning of 1970. The investigator also found that the socio-economic structure of the Austin community, the relative quality of the educational programs at the schools involved in the busing plan, the attitudes of the white community, time and distances factors, and policies adopted by the school system in design of the program, played important roles in influencing the outcomes of the busing plan.

The investigator concluded that the refusal of school officials to accept a leadership role in eliminating de facto segregation, patterns of segregated housing, and economic, social, and political forces have combined to keep the Chicago Public Schools segregated. Since 1968, opposition to school desegregation has forced General Superintendent of the Schools James F. Redmond to curtail further implementation of the integration plans he recommended in 1967. The investigator also concluded that continued gains towards eliminating de facto segregation in the schools will be slow because of strong opposition in the white community and the massive logistical and economic problems confronting the school system. The investigator further concluded that several factors influenced the outcomes of the busing project, and that these factors can be expected to influence the outcomes of future school

desegregation plans. The most important of these factors was the relative quality of the educational programs in the sending and receiving schools and parental perceptions of how their children's educational environment would be affected by participating in the busing plan.

10. Rubin, Lillian B. The Politics of Rage: School Desegregation and the Revolt of Middle America. University of California, Berkeley, 1971. 321p. 72-13.

This is a study of conflict among whites over desegregation in the Richmond Unified School District between 1965 and 1971. Under the pressure of state law, the district was unified in 1965, bringing together five cities and several unincorporated areas, and a large, heterogeneous population with few common bonds and no institutional framework for working out political conflicts. The white proponents of integration were largely upper middle class professionals; the opponents were largely whites from the working class and lower middle class. The analysis is based on two years of field observations, voting statistics, school district documents, local newspapers, and thirty-one unstructured, in-depth interviews (lasting from two to six hours) with the white leaders on each side of the conflict.

While racial fears and hostilities were a central determinant in the magnitude of the struggle--the threat of integration and busing was the issue around which formerly apathetic people were mobilized and brought into the political arena--in the course of the conflict, other issues relating to education and educational philosophy arose.

Notions of status politics, public and private regarding behavior, and working class authoritarianism as explanations for the mobilization of the lower classes are examined and criticized. Instead, the analysis stresses class interests and cultures, political ideologies and strategies, and organizational behavior. Weaknesses in the liberal position are given the greatest weight in the explanation of the course and the results of the struggle over school desegregation.

Over the four years of the struggle, the liberal integrationists who had commanded all five board seats were ousted from power and replaced by conservative anti-integrationists. It is argued that the liberal defeat is rooted in the following factors: (1) The nature of liberal politics--a politics that is caught in a conflict between notions deriving from democratic elitism and those deriving from a belief in democratic participation. (2) The nature of liberal attitudes towards education and integration--a belief in integrated schools combined with a fear of the consequences for the quality of education. Those conflicting beliefs immobilized the liberals and the political initiative passed to the conservatives.

As the conservative working class and lower middle class leaders began to realize the political potential of the large numbers of supporters they had amassed around the integration issue, their aims broadened. Once in power, they moved not just to stop integration, but to implement their own educational philosophy--schools that will reflect parental values and that will prepare their children for the work roles their

parents can understand and with which they can identify. In doing so, they exhibited a vulgar majoritarianism--showing little concern or respect for the rights of minorities, a moral restrictiveness, and a restiveness with the need to submit to procedural forms that stood between them and the attainment of their goals.

They study concludes that since different class, racial, and ethnic groups make different claims upon a school system, school board politics should be brought into accord with the reality that there is no unitary community with reference to the schools. Suggestions are made for (1) replacing the present at-large system of electing school board members with one where they are elected from districts drawn to represent the political, cultural, racial, and socio-economic diversity in the school community; or (2) more radically, to create a federated school system within which schools would be controlled at the local or neighborhood level.

Law

11. Romanoli, Peter Joseph. School Attendance Areas and the Courts Relative to De Facto Segregation. University of Pittsburgh, 1964. 166p. 65-8314.

This study investigated the appellate court decisions defining the authority of boards of education and their agents to make rules and regulations establishing and designating school attendance areas relative to de facto segregation.

The historical method of research was used to analyze appellate court decisions to determine the powers of boards of education to make rules and to delegate the authority to make rules designating and regulating school attendance areas, to determine the statutes concerning pupil assignment procedures which have been declared invalid, and to determine the plans or elements of plans concerning school desegregation which have been upheld and those which have been declared invalid.

The findings indicate that racial integration is not constitutionally compelled nor constitutionally prohibited so long as racial discrimination does not exist. Boards of education may establish attendance areas on any reasonable basis and assign pupils thereto so long as their constitutional rights are not violated. Pupil assignment statutes may be validly applied only in integrated school systems, and then only where no consideration is based on race. Pairing of schools with contiguous attendance areas to reduce racial imbalance is valid where there are other factors and benefits will accrue to pupils of each school. The transfer, integration, and transportation of nonwhite students to reduce racial imbalance existing in the public schools are reasonable acts.

On the basis of the findings the following conclusions may be drawn:

1. Geographic districting based on proximity of residence to school is valid educational practice, but the neighborhood school policy cannot be used to confine Negroes within an area artificially delineated in the first instance by official acts.
2. School boards may require persons aggrieved concerning school enrollment to follow reasonable administrative procedures which must be exhausted before the aggrieved seek judicial relief.
3. School boards may consider such factors in selecting sites and determining the location of schools as they consider relevant and reasonable in order to provide educational facilities to all children without regard to their race or color. The choice of a school site should be based on density of population, racial balance, and geographical considerations such as distance, accessibility, ease of transportation, and other safety considerations.
4. A local board of education is not constitutionally prohibited from taking race into account in drawing or redrawing school attendance lines to reduce or eliminate de facto segregation in public schools.
5. School authorities should attempt to mitigate the inadequacies arising from de facto segregation. School boards should not accept and indurate segregation on the ground that it is not coerced or planned but accepted.

De facto segregation in the public schools is as repugnant as de jure segregation. School boards should look objectively at the racial composition of school enrollment in their school systems to determine whether better racial balance can be achieved.

School boards should establish written policies concerning school attendance areas based on sound educational practices in keeping with the basic constitutional principles recognizing equality of all men under the law.

De facto segregation in the public schools suggests the need for further study to determine what future demands will be made of the public schools to meet the needs of our constantly changing society.

12. Spencer, Eber Allen, Jr. The Role of Federal District Courts in Securing Obedience to Supreme Court Mandates. Columbia University, 1964. 327p. 65-4585.

This study is an analysis of the ways in which the gap lying between the law as it is declared by the United States Supreme Court and law as it is perceived by a community can be narrowed and bridged. Its purpose is to display some of the mechanisms and opportunities available to federal district judges who must secure compliance with Supreme Court mandates in intransigent communities.

Because early Civil Rights Acts did not allow the Justice Department to aid in bringing suits in desegregation cases, the burden of implementing the derivative constitutional doctrine of Brown v. Kansas, for instance, falls largely upon the plaintiffs. In hostile communities the plaintiffs' ability to initiate a suit and to continue petitioning for their declared rights thereafter can proceed only as a federal district court opens the way.

District courts will achieve compliance through the very deliberate device of slowly detaching portions--or even individual members--of the defendant community and adding them to the plaintiff community until a balance is achieved in which the court's coercive role is no longer needed. Because the court's coercive role is so slight the size of the increments it succeeds in realigning will vary inversely with the amount of intransigence it encounters. Where the defendant community is passive large numbers can be drawn into the value system created by the federal district court with only a few assertions about constitutional priorities or the rule of law. When the community is violently hostile the court will have to proceed through the conversion of individuals--usually prominent officials--over whom the threat of contempt proceedings can at least be brandished.

Because the process of conversion can be slow and uncertain in some communities, it is possible for the defendants to overestimate the tolerance of the court. No court will long permit opposition to its decrees when its own competence is challenged. Depending upon the incumbent judge, extraordinary lapses in obedience will be accommodated but the moment outright frustration of its orders occurs the court will move to protect the judicial role per se irrespective of the fortunes of either party before it.

Case studies show that whether it is advancing the legitimate claims of the plaintiffs or protecting its own role, a district court in a hostile community may have to relax some traditional self-restraints. It can examine the motives behind official action, or abandon the presumption of

constitutionality where extensive legislative intransigence is encountered, or even ignore precedents set in that district or circuit. It will have to recognize that sometimes a suit is not ripe for trial, and that the degree of cohesion in the defendant community is a clear measure of its ability to resist a court's orders. The district court may have to learn to rely upon other agencies to protect its own role: appellate federal tribunals tend to sustain decisions which advance a plaintiff's protected claims, and the Attorney General can be called upon to protect the judicial process. Exploitation of the natural delay inherent in the judicial process itself will have to be prevented.

The speed with which the requirements of Brown v. Kansas can be implemented is a measure of the judicial system's ability to secure compliance with its decrees. If long periods pass with no more than token desegregation, resistance has been successful. "All deliberate speed" is measured between the initiation of a suit and its conclusion, and only the plaintiffs can decide the conclusion. When plaintiffs no longer move to secure compliance with what they think the constitutional language means, then the Supreme Court's mandate has been met.

13. Tyer, Harold Latham. The Legal Status of Pupil Placement in the Public Schools of the United States. Duke University, 1965. 264p. Adviser: E. C. Bolmeier. 66-92.

The purpose of this study has been to bring together significant information regarding the legal status of pupil placement in the public schools of the United States. Constitutions and statutes of the states were searched for provisions respecting the placement of pupils within the frame of reference of the separation of the races.

A careful examination was made of the Decennial, and General Digest of the American Digest System, Corpus Juris Secundum, Shepard's Citations, Race Relations Law Reporter, and pertinent cases as they appeared in the National Reporter System. Special articles in legal and educational journals and books were read to obtain background information related to the study.

The doctrine of "separate but equal" was given legal standing during the closing years of the last century. Although the doctrine had legal standing with the Supreme Court of the United States, its strength was more in evidence in seventeen states of the South and the District of Columbia. The decisions of the Supreme Court in Brown v. Board of Education, 1954 and 1955, had the effect of annulling the constitutional and statutory provisions which required the separation of the races in the public schools of these states.

Legislatures and boards of education during the decade since the Brown decision, of 1954, developed pupil placement laws and plans designed to comply with the mandate of the Supreme Court. Aggrieved Negroes sought the adjudication of their rights to equal protection of the laws as guaranteed by the Fourteenth Amendment. As a consequence of their seeking to establish the right to a non-segregated education, courts generally have granted their petitions and have declared such acts on the part of legislatures and boards of education which have denied that right as violative of the Equal Protection Clause of the Fourteenth Amendment.

Plans for pupil placement have passed through two stages of development and are now in the third stage. The first stage was that of token compliance wherein plaintiffs in cases were admitted as individuals, under the supervision of the federal courts, to white schools. The second stage was a gradual desegregation according to administrative plans on the basis of a grade-a-year or similar arrangements which could meet the judicial test of "deliberate speed." The third stage, now in the process of development, involves the freedom of choice on the part of Negro students to attend any school within their district.

Statutory plans for pupil placement are now held to be valid only in situations where Negro students have the absolute freedom to choose between the segregated and non-segregated schools, and race cannot be a factor for consideration by school officials, except when affirmative efforts are being made to mitigate the injury of de facto segregation. The power of the Federal Government is now jointed in the movement to end segregated education through the enactment and implementation of the Civil Rights Act of 1964.

14. Dauterive, Verna Blanche. Historical Legal Development of Integration in Public Schools. University of Southern California, 1966. 396p. Adviser: Professor Muelder. 66-10,538.

The purpose of this study was to present a narrative summary of judicial decisions and historical educational developments with reference to integration and desegregation in the public schools of America.

A careful study and analysis of United States history were made with emphasis on the recording of relevant events. State Supreme Court cases and cases of the three federal courts for the period from 1849 to 1965 were reported and analyzed to extract the facts of the particular case, the issues discussed, and the opinion of the court which affected the particular decision. Each decision was then placed in the scheme of judicial thought in the period, and thus principles of school law were seen to arise therefrom.

This study was not intended to present a comprehensive and exhaustive legal treatise of laws and practices meant to integrate or desegregate the races in schools, but rather to survey facts and decisions along with the historical data.

Summary: Minority races can no longer be considered a minority; they are a basic and integral part of the American population and are entitled to all the rights and privileges of any American. A better interracial understanding is vitally necessary to achieve in full measure the democratic way of life, and it should be brought to public attention in all ways possible that inequality does exist. Primarily, this can be brought about in American schools. This integration of the minority races cannot be achieved by law alone, as was proven by the results of the 1954 Brown decision of the Supreme Court. It must emanate from the prejudices created by those who originally instigated segregation. This cannot be accomplished overnight, but should be encouraged through a public awareness of the intellectual abilities of the non-Caucasian races.

Findings: (1) The temper and make-up of the United States Supreme Court are vital and ever-changing. While the Supreme Court aided the cause of segregation by such decisions as Plessy vs. Ferguson and Hall vs. de Cuir, it has now changed and refined its approach to the segregation problem. (2) The legal basis for the attainment of equality in education is founded in the 14th Amendment. (3) The United States Supreme Court will examine, in minute factual detail, a state's claim that it has provided, or is providing, "equal" educational opportunities and facilities for its Negro students. (4) There is judicial focus upon the problems associated with better interracial understanding. There seems to be little doubt that this is a significant factor in decisions of the courts.

Conclusions: (1) America's survival, in a large measure, is dependent upon equal education for all. (2) Court decisions alone will not bring about equal education. Both whites and nonwhites will need to approach this problem on the basis of mutual understanding and respect for human rights and dignity.

Recommendations: (1) Public money raised by a general tax should afford equal consideration of students regardless of race or national origin. (2) Ethnic origin should not be a factor in screening students for admission to state universities. (3) Since the courts have placed legal parameters for desegregation in the schools at the national level, any plans for local desegregation should be reviewed by corporate legal counsel. (4) Formal procedures should be initiated for periodic analysis of desegregation in schools as to its extent and suitability. (5) The broadest social concept should be the basis of specific and determinate plans for desegregation of the schools notwithstanding the position which may be introduced by opposing and "splinter" minority groups. (6) Although the study was concerned with the Negro in the American scene, the same argument would apply to other non-Caucasian groups.

15. Schwartz, Ruth Evelyn. A Descriptive Analysis of Oral Argument before the United States Supreme Court in the School Segregation Cases, 1952-1953. University of Southern California, 1966. 554p. Adviser: Professor Dickens. 67-5308.

The general problem in this study was to describe and analyze oral argument before the United States Supreme Court in the School Segregation Cases, 1952-1953. More specifically, the problem focused upon the nature of the process of oral advocacy, the substance and language of the arguments, including the questions, answers, and comments by the Justices and counsel.

Methodology: (1) Primary and secondary data were gathered, namely, (a) a complete copy of the stenographic transcript of all oral arguments presented in 1952-1953, (b) all written briefs submitted to the Supreme Court for the school cases, (c) letters from counsel who argued, (d) sociological and legal-historical materials pertinent to the arguments, and (e) literature relating to the essential elements of appellate court advocacy. (2) The above materials were organized and synthesized so as to facilitate the application of descriptive-analytical methods and procedures to the transcript of the oral arguments.

Selected Findings and Interpretations: (1) Descriptive: (a) Argument in the five school cases was first presented in 1952. The Court ordered reargument in 1953, and announced its decisions in the cases on May 17, 1954. (b) Chief Justice Vinson heard argument in 1952; Chief Justice Warren heard the reargument in 1953. Associate Justices were Black, Burton, Clark, Douglas, Frankfurter, Jackson, Minton, and Reed. (c) Eight counsel argued against and six argued for segregation. (d) Each side was allowed approximately one hour for oral argument. (2) Analytical: (a) The Court deliberately chose the five cases, apparently for the purpose of illuminating many different facets of a single major issue. (b) The central issue: Was segregation of public schools on the basis of race unconstitutional? Subsidiary issues were also argued. (c) The particulars of the five cases, the sequence in which they were scheduled, and the time limits--all influenced counsel's selection and presentation of contentions. (d) Allocation of contentions was pre-planned by both sides--this was especially apparent in analyzing the arguments by NAACP lawyers. (e) The preplanned strategy of both sides was frequently disturbed by questions from the Court, especially from Justice Frankfurter. (f) In general, all of the counsel demonstrated a high level of skill in answering the Court's questions, as well as in presenting their prepared oral arguments. Within the design of this study there was no conclusive evidence that one cousel could be evaluated as the better or the best in comparison with one or more other counsel; nor could one "team" be so evaluated. Likewise, the design did not include an evaluation of the extent to which the oral arguments swayed the Justices for or against segregation. (g) In general, the data indicated that (with occasional variations) all of the counsel in oral argument followed the pattern of an opening statement of the main issues, a candid description of the facts, argument on the law, answering questions from the Court, and rebuttal. (h) In general, oral argument before the Supreme Court in the Segregation Cases did not differ in kind from any other persuasive speaking situation. (i) In general, oral argument in these cases varied significantly from other types of persuasive speaking in degree, e.g., formality of rules, strictness of time limits, amount and difficulty of cross-examination, breadth and depth of advance preparation, intelligence and knowledge of audience, precision of factual materials, requirements of specialized (legal) training, et cetera.

16. Winstead, Elton Dewitt. The Development of Law Pertaining to Desegregation of Public Schools in North Carolina. Duke University, 1966. 289p. Adviser: E. C. Bolmeier. 66-13,693.

The purpose of this study has been to trace the development of law--constitutional, statutory, and judicial--as it evolved through stages of the racial segregation-desegregation problem impinging on North Carolina's public school system. Law by its very nature cannot be isolated from social ramifications; therefore analysis of law has been kept within the social context.

A careful examination was made of the Federal Constitution and of the constitutions of North Carolina with particular attention being paid to those sections dealing with race. The General Statutes of North Carolina also were

studied with particular emphasis on Chapter 115 and the development of the pupil assignment sections.

The search for pertinent cases dealing with race and the public schools required the use of the National Reporter System, American Digest System, North Carolina Reports, Race Relations Law Reporter, and other legal bibiographical aids.

From its multi-racial beginnings, North Carolina has been faced with problems created by the different races--Indian, Negro, and Caucasian--with markedly different cultures being thrown together. Early North Carolinians solved the Indian problem by near annihilation, and attempted to prevent the Negroes from becoming a problem by keeping them in slavery. For the few free Negroes, restrictive legislation tended to minimize the racial problem for the whites.

The end of the Civil War and the sudden freedom for the Negroes, supported by the agencies and the army of the Federal government, projected the Negroes into economic, political, and social positions for which they were poorly equipped. Public education for the Negroes in North Carolina began under Federal aid and under Federal control.

The "separate but equal" doctrine of the Supreme Court in 1896 gave the Southern states an opportunity legally to separate the races. In the early 1900's North Carolina entered a new era and its leaders placed emphasis on education for both Negroes and whites. The Negroes were included by law on a separate but equal basis. The schools were separate but not equal and Biennial Reports of the Superintendent of Public Instruction reflected the quantitative differences. However, it was not until 1951 that the courts found discrimination against Negroes in the public school facilities of North Carolina.

The Negroes continued to make progress in the areas of voting and education, and in 1954 the Supreme Court ruled that the separate school facilities were inherently unequal and separation in the schools by race was a violation of the Fourteenth Amendment of the Constitution.

The major part of the study deals with the official reaction in North Carolina to the Supreme Court's Brown decision and the methods which were used in an effort to solve some of the problems. In an attempt to reconcile, or at least to explain, the apparent contradictions, some of the people closest to, and most influential in shaping North Carolina's official reaction to the Court's decision, were interviewed.

After a careful study by the State's officials, the plan of action seems to have been to attempt by legal means to preserve the school system. The vehicle adopted to accomplish the desired results was the Pearsall Plan. Repeated attempts to have the Act declared unconstitutional met with failure.

Even if the Pearsall Plan was not intended as a vehicle by which the Court's decision could be circumvented, it has been used by local boards to delay desegregation of the public schools.

With the enactment of the 1964 Civil Rights Act, the Court's Brown decision has in effect been written into the Federal statutes and North Carolina's Pearsall Plan ceases to serve any further useful purpose.

17. Tomberlin, Joseph Aaron. The Negro and Florida's System of Education: The Aftermath of the "Brown" Case. The Florida State University, 1967. 290p. Adviser: William Warren Rogers. 68-381.

This is a study of the effects on Florida of the United States Supreme Court's decision of May 17, 1954, in Brown et al., v. Board of Education of Topeka et al. The starting point for the account was a description of the legal basis for a dual school system in Florida. The legal foundation of the segregated system was quite thorough and solid, with the only departure from strict separation of the races lying in the use of white supervisors for Negro teachers. It was this rigid exclusion of Negro students from white schools which the Brown ruling invalidated.

The actual contents of the Brown case comprised the next section. Having outlined what the court's mandate stated, the dissertation considered both the public and governmental reaction to the decision and concluded that the possibility of desegregated schools was not an overly distressing prospect for most Floridians. Although most people in the state certainly did not welcome the ruling they did not go to unusual lengths to denounce it either. Overall, Florida greeted the Supreme Court's action rather tolerantly.

On May 30, 1955, the Supreme Court announced a second ruling in the Brown case; this was the implementation mandate, which, in effect, gave the South an extended period of time to effect desegregation. Florida welcomed the decision, particularly because the state's attorney general had appeared before the court to present oral arguments. He had also submitted an amicus curiae brief, and the court seemed to follow his arguments quite closely in formulating their decree. There was a general feeling of relief that Florida would not have to desegregate immediately.

From 1955 to 1959 Florida largely debated what to do about preserving segregation and resisted attempts at desegregation. The main arenas of debate were biennial sessions of the legislature, as well as two extraordinary sessions, and a Democratic gubernatorial primary in 1956 wherein segregation became the overriding issue. Initial desegregation of a state supported institution came in 1958 as the culmination of a long standing piece of litigation, the Hawkins case. First desegregation in a public school system came in 1959 when Dade County accepted four Negroes in a Miami white school. No other systems desegregated until 1961, when four counties enrolled Negro students in white schools, thereby initiating a sort of yearly ritual in which several more counties accepted a token number of Negro pupils for transfers to white schools. By the end of the 1963-64 school term twenty-one systems had desegregated, and about 2.6 percent of Negro children in the state attended mixed schools.

In the summer of 1964 the United States Congress approved the Civil Rights Act of 1964. For schools the main significance was that racial discrimination was forbidden in programs and activities receiving federal assistance. Under this provision, the United States Department of Health, Education, and Welfare issued regulations to eliminate discrimatory practices. Here the strongest weapon was the authority to cut off federal financing from school districts which did not conform. Under desegregation guidelines which the department drew up, the pace of desegregation rapidly accelerated. With this quickened pace, the 1966-67 school year found slightly more than 20 percent of Florida's Negro children of school age attending desegregated schools.

Florida's record for desegregation was not the best, but in comparison with most of her immediate neighbors, it was quite good. And Florida was spared the violence which desegregation fostered in several other states.

Case Studies of Systems

18. May, Clifford B. The Forced Attachment of Two Culturally Differing School Districts: A Problematic Analysis. Wayne State University, 1963. 292p. Adviser: August Kerber. 64-5105.

The study consists of an historic treatment of two racially and culturally divergent communities located on the northern boundary of Detroit, Michigan. It describes and analyzes the factors which prompted state and county officials to dissolve the school system of one and annex it to the school district of the other community. The events leading to the school consolidations are chronicled and documented. An analysis is provided of the steps taken and problems encountered in effecting the physical merger of the schools and the racial integration of students and staff. The attitudes of students, parents and teachers of the two communities were surveyed, and the findings are reported in the study.

The primary study approaches are historic and survey. Both primary and secondary sources of information are utilized in compiling the historical material. School district records and direct observation provide information regarding the steps taken and the problems encountered in effecting integration within the school system.

Questionnaire forms which utilize an attitude scale are used in the survey of the student, parent and teacher attitudes toward the actions preceding legal attachment of the two school districts and the racial integration of students and staff which followed. The survey includes elementary students in an all-Negro elementary school, secondary school Negro and white students, Negro and white parents, and Negro and white teachers assigned to the all-Negro elementary school and to the district's high school.

One chapter is devoted to a review of current literature on related research.

1. The attitudes expressed by the residents of the predominantly white suburban community, Oak Park, Michigan, do not differ in form from those encountered in the general population, except possibly in degree of racial prejudice. This is true despite the fact that the majority of the residents are members of a minority religious group. The survey indicates a pronounced desire to have the schools remain exclusive.
2. The issue of racial integration was clouded by other issues which developed in the legally enforced school annexation. The issues involved the ability and willingness of local taxpayers to assume the additional financial burden of the enlarged district, the social and economic problems presented by the residents of the all-Negro community, and the undefined legal problems created by the school attachment order.
3. The present instance of forced racial integration differs from the national pattern in two respects:
    a. It was based on state and county action rather than the initiation of federal agencies.

b. It did not involve a legal process of racial desegregation within an established political jurisdiction.

4. Little assistance of a preparatory or follow-up nature was provided the local school district by the outside enforcing agencies. Financial assistance was approved by the state legislature several months after the annexation occurred, but no firm commitment was made during the difficult early period of transition. This proved to be a handicapping factor on local school officials. Clarification of the legal problems created by the annexation was provided by the State Attorney General several weeks after the attachment order was issued.

5. Local leadership provided by school officials and influential individuals and organizations in the community proved to be the decisive factor in the implementation of the school consolidation. The civically inspired counsel presented to the board of education from these sources countermanded the community forces contending for a legal challenge of the attachment order.

6. Students, parents and teachers in the Negro school area acknowledged personal gains from the school merger; but students, parents and teachers in the white school area recognized gains only for the incoming students and disclaimed benefits for the integrated high school.

7. Parents of white students in the high school were most concerned about social relationships in the school; high school teachers were most concerned about the academic problems resulting from the integration of students from culturally different backgrounds. The teachers acknowledged their own inadequacies for coping with these differences.

8. The major remaining problem confronting the school district is the need to develop school programs which will encourage the effective social integration of the student body and will provide for the marked divergency in academic abilities deriving from the cultural backgrounds of the students.

Recommendations:

1. In possible future school attachments, the expediency demonstrated in the present instance should be avoided. A longer period of time for the study of existing problems should be afforded. The receiving district should be involved directly in the preparatory study, and should be aware of the status and needs of the district to be attached prior to the attachment action. Legal problems resulting from the attachment should be defined prior to the issuance of the implementing order.

2. Consulting services of specialists should be made available to the local district by the enforcing agencies. A systematic plan for the implementation of the attachment order should be developed jointly by state, county and local officials prior to or immediately after the consolidation. The financial aid approved belatedly by the state legislature to assist the local district over a five-year transition period should be assured in all future school attachments.

3. Local school and public and private agency representatives should work toward a coordinated approach to the social and economic problems of a depressed community. When local leadership is lacking or is ineffective, it would be desirable for state and county authorities to

assume initiative in bringing together agency representatives and to provide consultative and financial assistance to them. Any adequate program of basic educational and vocational and social rehabilitation for adults exceeds the available resources of a school district, yet such a program is essential to the attainment of the local district's educational objectives.

4. Outside assistance should be extended to the local district for researching the problems involved in the education of the culturally deprived and developing appropriate programs based upon sound research. In-service training programs for the professional staff of the local district should be developed in conjunction with teacher training institutions. An improved program of pre-service training should be developed by colleges and universities. Because of the enormity and complexity of the problems presented by culturally different children, a federally coordinated research effort should be undertaken.

19. Fort, Edward Bernard. A Case Study of the Struggle to Secure an Administrative Plan for Eliminating De Facto Segregation in the Junior High Schools of Sacramento, California. University of California, Berkeley, 1964. 429p. 65-2985.

On October 11, 1963, the Superior Court of Sacramento County ordered the Sacramento City Unified School District to take steps designed to desegregate its junior high schools. Specifically, it was to evolve an ethnically nondiscriminatory plan for eliminating de facto segregation at Stanford Junior High School, which at the time of its destruction by fire, was 49.9 percent Negro. The court had based its decision on the legal precedent of the June 1963 Jackson v. Pasadena decision. The latter had suggested an obligation on the part of school districts to eliminate racial imbalance in public schools, even if such a condition had not resulted from school action.

This study is designed to examine the decision-making (planning) process as it pertains to intensive Superintendent-Board-community interaction during the time span covered. The latter encompasses that period beginning with the destruction, by fire, of Stanford Junior High School on August 17, 1963 and concludes with district preparations for the implementation of a Board-adopted desegregation plan for the 1964 September semester. Reasons for the law suit, subsequent involvement of the numerous pressure groups including the N.A.A.C.P. and C.O.R.E., litigation proceedings and planning for desegregation are included in the narrative account of proceedings.

Sources of data include the following: School Board minutes; interviews with twenty-four participants including school district personnel, community organization leaders, Sacramento State College Professors; Stanford students; local newspaper reports; community pressure group documents; court records; correspondence with school officials and community participants; and documents from the District Planning and Research Office.

The research design for this dissertation is the case study method.

A theoretical framework, designed to focus attention on the planning process as it relates to Superintendent-Board-community interaction during the crisis period, was formed. The former serves as the basis upon which data were sifted, analyzed, organized for the narrative and later evaluated. The following hypotheses evolved from this framework:

A. Decision making by the superintendent and school board is influenced by demands initiated by pressure groups and bodies external to the educational organization.
B. Administrative/Board and external group ends may be the same, with alternative ends in conflict. Conversely, active ends may differ, with resolution of conflict subject to group interaction.
C. Administrative/Board and pressure group planning is made within the confines of limiting factors present in the surrounding environment.
D. Planning for change necessitates: (1) assessment of the situation (2) delimitation of "ends," (3) development of courses of action based upon analysis of alternatives and (4) comparative evaluation of anticipated consequences.
E. Time being an important factor in the crisis situation, there is a tendency toward "contraction of authority" in the organizational decision-making process. That is, fewer persons are involved in the emergency planning process (from the school district personnel). Subsequent stress on the authority planners evolves, externally and internally.
F. As pressures mount, those in authority are more likely to institute modifications in stated goals (ends) so as to increase the stability of the organization (school district) in the crisis situation.
G. Intra-organizational (board member v. superintendent, etc.) conflict may evolve as planning proceeds. Pressure groups concurrently press for approval of their demands.
H. Community organizations tend to become involved in the decision-making process as superintendent-initiated proposals face public scrutiny. As pressure group demands increase, litigation becomes a possibility.
I. The administration (Superintendent and Board) in order to effectively deal with environmental influences during the crisis, must devise means of combating the inroads of debureaucratization. These means include (1) active bargaining and (2) cooperation.

The results, as indicated in the details of the narrative, are conclusive as far as the hypotheses are concerned. The crisis did precipitate contradiction, initially, of administrative authority. The intensive involvement of numerous pressure groups demanding immediate dispersal of the Stanford students intensified the effect of "environmental" influences on Superintendent-Board decision making. Community school district resolution of conflict became a matter of group interaction after the interjection of the court mandate as a "limiting condition." The elimination of the de facto segregated school and subsequent redistricting proved to be a solution satisfactory to most concerned. Severe racial strife was averted and the Superintendent found success in the involvement of numerous groups in the planning process.

Sacramento is the first California school district to successfully plan for desegregation as based on the mandate of the Jackson v. Pasadena decision. Hence, its importance as a "test case" becomes significant. The results of this school district's experience indicate the effect of crisis on community involvement in a school district's attempt to deal with an administrative problem of this nature.

20. Humphries, Kenneth Wayne. Making the Decision to Desegregate: Case Studies and Analysis of Desegregation in the Public Schools of Five Northern Suburbs. Columbia University, 1967. 377p. Adviser: Professor William S. Vincent. 68-8981.

Statement of the Project:

This study focused on the problem of de facto school segregation in five suburban communities of the New York metropolitan area and on the efforts and countereffort made in these communities, roughly from early 1961 to June 1966, to effect desegregation or an improved racial balance in their public schools.

The study had six purposes:

1. To examine and record the experiences of each of five suburban communities.
2. To provide data on the solutions and on the effects or outcomes of the varied solutions to the problem in the five communities.
3. To examine and seek insight into the attendant controversy in each community.
4. To identify the major influences for and against school desegregation.
5. To compare and analyze the experiences of the five communities.
6. To identify some trends and implications, of significance not only to the five communities themselves, but also to other communities which now or soon must address the issue of de facto school segregation.

The researcher selected the case study method as being best suited to accomplish the purposes of this project. Each of the five cases or communities was studied separately and as objectively as possible, the focus in each being on the decisions made or actions taken to effect a transition from de facto segregated schools to desegregated schools. Then, in the final chapter, all five cases, or "typical aspects" or "patterns" identified in these cases, were compared and contrasted, analyzed and interpreted.

Data were obtained from various sources: (1) personal interviews with the school superintendents and other members of their administrative staffs, with school board members and citizens of the five communities, (2) the minutes of the boards of education, (3) the files of the superintendents and the school boards, (4) court opinions, (5) census data, and (6) newspaper items.

Rather than any one plan, each of the five school boards effected or proposed to effect four or more of the following six basic plans in an attempt to achieve a solution to its problem of racial impalance:

1. The closing of a predominantly Negro school and the transfer of

its pupils to other schools (usually predominantly white) within the district.

2. Open enrollment.

3. The redrawing of school attendance lines and the transferring of pupils.

4. School district or grade reorganization. This included one centralization of grades and the development of the middle school organization.

5. School construction, expansion, and renovation.

6. Bussing.

Growing out of the study were eight criteria against which various plans or solutions and their outcomes might be considered or measured:

1. The plan adopted should result in an improved racial balance in a community's public schools.

2. Once achieved, improved racial balance should, in turn, accomplish several objectives: Improved educational opportunities and improved scholastic achievement for the Negro pupil, improved understandings and relationships between the two races.

3. The plan should include changes in the educational programs for the disadvantaged (white or Negro) youngster.

4. The plan should include improved educational opportunities for all youngsters--colored and white.

5. The plan should have the support of the courts and the state education authorities.

6. The school situation should remain operational after the implementation of the plan; that is, sufficiently free from conflict so that the educational program operates normally.

7. The plan or solution should be accepted by a majority of the community.

8. The plan should promise a long-term solution.

21. La Frankie, Robert Lewis. The Englewood, New Jersey School Conflict: A Case Study of Decision-Making and Racial Segregation, 1930-1963. Columbia University, 1967. 225p. Adviser: Professor Harry L. Brown, Jr. 67-12,692.

This project is a case study of the public school conflict which occurred in Englewood, New Jersey, a suburb of New York City. Englewood is a residential community of over 27,000 located two miles from the New Jersey entrance to the George Washington Bridge and was one of the first northern communities to receive national prominence because of the racial problems which confronted its public schools.

The purpose of this project was to describe and analyze the critical Board of Education's policy decisions that had relevance to the issue of racial segregation in the public schools of Englewood from 1930 to 1963. Events and Critical Policy Decisions were examined for the immediate and ultimate effects and influences felt by all parties who had a "stake" in the issues.

This study is concerned with the nature of the decision-making process as it operated in Englewood, New Jersey, the people who became involved,

and how and why the impasse occurred. To illuminate this, seven Critical Policy Decisions have been studied in relation to: (1) the planning process, (2) policy-making, (3) political techniques and, (4) administrative procedures.

A case study approach was employed in an attempt to describe decision-making by the Boards of Education and Superintendents. Items that met the criterion of having relevance to, or implications for racial segregation were recorded as pertinent data. These data were then organized into ten topical categories. An examination of the data revealed decisions made by the Board of Education and Superintendents which had extended, alleviated, or maintained a condition of racial segregation in the Englewood Public Schools. These decisions which resulted in the establishment of continuation of school policy having relevance to racial segregation in the public schools were termed "Critical Policy Decisions." Seven Critical Policy Decisions were identified and became the basis for further research carried out to determine the nature of the significant processes utilized through which the decision-makers took action and made decisions.

Newspaper accounts of the events were researched from the files of the Englewood Press Journal and from articles of various daily papers. From these materials, an exhaustive chronology was developed of major events which had relevance to racial segregation.

The writer resorted to an event analysis technique to make observations concerning interactions and relationships of various community groups. As a supplement and to provide additional data, numerous personal interviews were conducted with participants and observers.

The final phase of the study consists of the writer's attempt to draw out meanings from the study of the decision-making process.

The issue of racial segregation in the public schools was, and continues to be a major problem confronting the City of Englewood.

A policy of racial segregation and containment was actually actively pursued by the formal power structure even as late as 1962.

The members of the Boards of Education were not the "real" decision-makers of Board of Education policy.

Efforts of former Superintendents of School to exert influence in the decision-making process were largely ineffective.

The City Council and Mayor became involved both officially and unofficially in the decision-making process concerning matters and policies clearly within the purview of the Boards of Education.

The Englewood experiences may serve to sensitize the reader to certain influences and relationships which are likely to be found, although not in exactly the same form, in most other cities. Therefore, any city which undertakes to desegregate its public school population would certainly find it fruitful to read this study and to profit from these experiences so that the mistakes made by the Boards of Education and Superintendents in Englewood might be avoided.

22. Corwin, Ronald David. School Desegregation in Syracuse: A Study in Community Decision-Making. Syracuse University, 1968. 396p. Adviser: Charles V. Willie. 68-13,821.

This has been a study of educational decision-making as it pertains to integration in the public school system in Syracuse, New York. Two major decision-making studies in Syracuse completed prior to 1960 revealed that Negroes were virtually outside the community of decision-makers. It was the purpose of the present study to examine that finding. To this end, the author utilizing the case study method, examined a series of events beginning with the attempts to locate a public housing project on the west side of town in 1955 and ending with an attempt by the Superintendent of Schools to close a predominantly Negro elementary school situated in the heart of the ghetto. Other events examined included the decision to locate the public housing project in 1959 on the periphery of the ghetto, the subsequent decision to expand the Croton school to accomodate the children moving into the public housing. This decision was reached in 1960.

In the spring of 1962, the Board of Education rejected a proposed redistricting of an elementary school which would have greatly increased the percentage of Negro pupils attending that school. Then, after initially denying that segregation existed in the Syracuse school system, in response to a school boycott they began meeting with civil rights groups and other citizens and by the summer of 1963 had adopted a position favoring integration in the schools. Their first major move in that direction was the closing of the Junior High section of a predominantly white school and the attempt to transfer the students to a predominantly Negro school. The parents of the white students resisted and eventually were allowed to send their children to other city schools. Finally the Board decided to close the Negro junior high and elementary schools in the ghetto and to bus the children to surrounding white schools. This they did. But when one year later they attempted to close the last major segregated school in Syracuse, they were opposed by a broad coalition of civil rights and Negro organizations which culminated in a massive boycott of the school, forcing the Superintendent to withdraw his plan.

An analysis of these events reveal that Negroes, particularly ghetto residents had not been major participants in the decisions studied prior to 1962; that with the emergence of civil rights groups in the spring of 1962, the styles and patterns of participation began to change; and by 1966 indigenous elements of the community were fighting their own battles and had significantly increased their participation in community decision-making. It was also found that in several of the decisions examined there was substantial public participation which resulted in significant influence on decisions; that the influence derived largely from the ability to organize broad coalitions with popular support of the citizens affected by the decisions. Finally the social characteristics identifiable with leadership in the Negro community tended to be different than those characteristic of leaders in the white community.

23. Pockrass, Robert Matthew. The Madison Area Project: A Case Study of a Pilot Program in Compensatory Education. Syracuse University, 1968. 373p. 69-7766.

The Madison Area Project was a pilot program of compensatory education in the City of Syracuse, New York. Largely financed by the Ford Foundation, it was in operation from 1962 to 1966. This study attempts to show that the Madison Area Project performed two roles during its brief existence.

To the general public the project was a highly publicized compensatory program intended to improve the educational climate in several schools in Syracuse's heavily Negro east side. To the public school bureaucracy and leadership, however, the project became a vehicle for educational change within the bureaucracy. The project set a climate which facilitated the entry of over one million dollars of federal education and anti-poverty funds into the city.

Largely in response to a widely perceived crisis on the part of the city's school age Negro youth, planning began as early as 1959. The city's 15th Ward, or Madison area, had experienced one of the highest percentages of Negro population growth in the nation. Crowded into a relatively compact area, the 15th Ward Negroes experienced most of the social problems found common in northern ghetto areas today. Relatively high rates of unemployment, illegitimacy, crime, juvenile delinquency and school dropouts were all present and readily documented by Syracuse University researchers and by the press.

The presence of the Youth Development Center, a Ford Foundation sponsored research unit at Syracuse University was instrumental in bringing the Madison Area Project to Syracuse. By the summer of 1961 a major study of the area schools had been completed and a proposal submitted to the Board of Education. It was not for another year, however, that any major action was taken, when a director, Dr. Mario Fantini was hired, and funding was finally obtained.

The bulk of the study concerns itself with the events of the following three years. The project was officially terminated with the closing of two of the three schools in which it was involved.

Shortly after the program had begun, one of its schools was picketed by the Congress of Racial Equality (CORE). The CORE leadership was protesting de facto segregation and believes to this day that the Madison Area Project was conceived as a palliative to the Negroes, and was in effect "separate but more equal" education. From that time on, the issue of de facto school segregation was intertwined with the existence of the project. Despite the contrary opinion of CORE's leadership and of some white liberals in the community, there is evidence that the project's director and his staff worked toward school integration. Nonetheless, when the Board of Education finally decided to close two of the three 15th Ward Schools and embark on a busing program, it was found expedient to publicly down-grade the project for its alleged lack of achievement. The latter strategy of denigration was in sharp contrast to the praise given to the program during the previous year.

Despite these accusations and the Madison Area Project's demise in 1965, the program had left the community a considerable legacy. Many of the

special services developed by the Madison Area Project were being gradually spread throughout the system by a new school department of "Special Projects." The Madison Area Project had been influential in drawing up the education proposals for a major community report, Syracuse Action for Youth. This report was in turn used towards the obtaining of a $750,000 grant from the President's Committee on Juvenile delinquency. An additional $378,000 grant was received from the Ford Foundation for the financing of the joint city school district-Syracuse University sponsored Urban Teacher Preparation Program. Again, the proposal had been designed primarily by the Madison Area Project staff.

There was considerable justification for the former project director Fantini's assertions that the Madison Area Project had served as a "Laboratory for Change."

24. Peterson, Dennis Lloyd. First Year Desegregation in an Urban High School: A Study of Conflict and Change. Michigan State University, 1970. 279p. 71-2146.

During the 1968-69 school year, a large midwestern high school experienced considerable conflict and violence in its first year of desegregation. This study sought to:

1. Describe the planning and preparations for desegregation as it is related to the high school under study.
2. Provide an historical record and an analysis of the major incidents of manifest conflict which occurred in the school.
3. Determine whether changes occurred in the school and community which appeared to be associated with the conflict.
4. Ascertain the perceptions of students, teachers, and administrative staff relative to (1) the extent, if any, to which conflict was believed to be a factor in, or cause of selected changes; and (2) the extent, if any, to which such changes were considered to be useful or constructive in nature.
5. Provide a basis for understanding the role of conflict relative to school desegregation which would be of use to school administrators and others involved in this social process.

The research methodology was descriptive and historical and sought to answer several questions relative to each purpose of the study. Data gathering techniques consisted of interviews, historical evaluation and content analysis of documentary evidence, and a questionnaire which was administered to both Negro and Caucasian students, teachers, and administrators relative to the extent conflict was perceived to be a cause of changes and the extent those changes were believed to be constructive or useful.

Subsequent to the major findings and conclusions, the study presents suggested operational procedures relative to conflict and desegregation which may be useful to administrators contemplating or involved in desegregation. The major findings and conclusions as related to the

purposes of the study were as follows:

1. Because of the existing social milieu, the School Board presented the desegregation plan to the public May of 1968 with implementation to begin in September of that year. Largely because of the dearth of time and the inaccessibility of staff and students over the summer months, preparation for desegregation was inadequate. Thus school systems should allow for ample preparation time of perhaps one school year whenever possible.
2. Three major incidents of violence occurred at the high school, all of which resulted in early closure of the school. They followed periods of discernible tension and were characterized by (a) the presence of a large number of students in the area prior to conflict; (b) a sudden, violent triggering incident involving a few persons; and (c) a subsequent escalation throughout the building involving greater numbers of students concommitant with the development of rumors. Immediate resolution of the violent outbreaks was accomplished by the use of police support in two of the three incidents. Subsequent analysis of the concerns expressed by students showed that racial problems were primary, though the conflict also served to focus attention on less apparent problems that existed in the school relative to staff, students, and general school operation.
3. Analysis of the data indicated that conflict functioned as a stimulus to change. Thirty-one major changes occurred in the school and/or community during the first year of desegregation or at the outset of the next school year. These changes occurred in the following areas: (a) Curriculum and Student Activities; (b) Student Conduct; (c) Faculty and Staff; (d) Facilities and Transportation; and (e) Community-School Relations. Twenty-six were initiated through administrative decision, whereas the other five were sociological phenomenon (sic) beyond administrative purview.
4. Students, teachers, and administrators perceived all thirty-one changes as having been caused by the conflict to at least a small extent. Overall, teachers and administrators were in close agreement as to the role of conflict and rated it higher as a factor in bringing about the changes than did students. In regard to the usefulness of the changes, administrators evaluated them notably higher than the other three groups. They were followed by teachers, Caucasian students, and Negro students, in that order. This suggested a need for administrators to seek continued feedback as to the ongoing status of changes which have been initiated.

Planning

25. Ball, Jay Tracy. A Study of Organizational Adaptation to Environmental Pressures: The Demand for Equal Educational Opportunity. University of California, Berkeley, 1966. 163p. 66-8239.

In what ways do organizations attempt to meet the demands of their environment? What change takes place within an organization as it is pressured by its environment? How does the character of an organization change in response to these demands? The relationship of the environment to a school organization's goals and structures regarding equal educational opportunity, has been analyzed in this case study in the effort to understand more clearly the process of organizational adaptation. Official pronouncements, daily decisions, and organizational roles and alliances were discussed in an effort to determine the nature of change within the school system.

In January 1958 this school district was presented with a proposal for change by the National Association for the Advancement of Colored People. The acceptance of this proposal, the previous activities by community members that made this acceptance possible, and the future activities of these people were examined in detail. The resulting adaptation that occurred to the organization's goals and structures over a six-year period was analyzed. Since this situation reached a peak of intensity in October 1964 with the defeat of a recall of some of the members of the school board over proposed changes to eliminate de facto segregation, this served as a conclusion for the study.

Using a historical perspective, this analysis centered attention upon three periods of organizational adaptation: (1) the administrative period, where an institutional personnel core was developed capable of becoming a unified group on the matter of equal educational opportunity; (2) the searching period, where emphasis was placed upon the content of the decisions being made, and the manner in which solutions were found; and (3) the formalization period, where the decisions, procedures, and structures initiated informally at a previous time for coping with the problem, became routinized.

Organizational adaptation to environmental pressures was found to be a slow process characterized by incremental developments in many areas in an attempt to arrive at satisfactory solutions. The nature of these solutions was experimental and no attempt was made to think of them as the only way to proceed, but rather they were made on the basis of a consensus of several people, or the approval of one, in the hope that they might be workable. The uncertainty surrounding the correctness of decisions made the need for knowledge of the particular problem most imperative; consequently, organizational learning resulted. As this learning became a reality commitments within the system formalized adaptation procedures. This process was further aided by: (1) the development of a personnel core qualified to organize and plan for adaptation; (2) conflict within the system which enhanced the propensity for creativity; (3) coalition formation and bargaining whereby

plans, programs, and individuals were brought into the decision making processes; and (4) periodic pressures from the environment which served to quicken the tempo of adjustment.

26. Dederick, Warren Emery. The Sixth Grade Plan: An Effort to End Racial Imbalance in the Public Elementary Schools of Plainfield, New Jersey. Rutgers--The State University, 1967. 93p. 67-14,418.

The attempt to correct racial imbalance in the elementary schools of Plainfield, New Jersey, is known as the Sixth Grade Plan. The problem of this study is to investigate and describe the Sixth Grade Plan in terms of the following:

1. The racial pattern of the Plainfield elementary schools before and after implementation of the Sixth Grade Plan.
2. Academic achievement of the elementary school children of Plainfield before and after the implementation of the Sixth Grade Plan.
3. The organizational and instructional patterns of the schools involved in the Sixth Grade Plan.
4. Reaction to the Sixth Grade Plan by Negro and white citizens.
5. The cost of the Sixth Grade Plan.

The background of the problem is reported in terms of events and conditions leading toward the establishment of the Sixth Grade Plan. The Sixth Grade Plan is described as an effort to end racial imbalance in the elementary schools of Plainfield and is examined during and after two years of implementation.

1. Racial patterns in the elementary schools are tabulated to show the distribution of Negro and white students before and after implementation of the Sixth Grade Plan.
2. The academic achievement of the students affected by the Sixth Grade Plan is tabulated before implementation and during the operation of the Sixth Grade Plan. The study attempts to find whether there is signification variation in test scores of Negro and white students.
3. The study examines the organizational and instructional patterns of the schools to find any changes concomitant with the Sixth Grade Plan.
4. Community reaction to the Sixth Grade Plan is examined before implementation and after one year. The study attempts to assess the opinions of Negro and white citizens.
5. The cost of the Sixth Grade Plan is tabulated in terms of transportation, teacher and plant utilization, and materials of instruction.

Findings: 1. Before implementation of the Sixth Grade Plan, a state of de facto segregation existed in the elementary schools of Plainfield.

2. The Board of Education of the City of Plainfield was ordered to desegregate its elementary schools even though school desegregation was termed de facto.

3. Over the relatively short span of time that achievement could be measured, test results showed no evidence of change in the academic performance of the children involved--both white and Negro. Both groups showed normal growth during the period tested. The median Negro pupil in the

intermediate grades scored approximately one and a half years behind the median white pupil in the equivalent grade.

4. The Sixth Grade Plan was implemented at no additional cost to the school district.

5. A majority of the citizens whose opinions were made public supported the principal (sic) of desegregation but opposed the Sixth Grade Plan on the grounds that the degree of racial balance obtained was insufficient. This view was held by white and Negro citizens alike. Civil rights groups who shared this view brought litigation which eventually terminated the Sixth Grade Plan.

Implications: 1. De Facto segregation of the Plainfield elementary schools resulted from the restricted geographical areas in which Negroes resided.

2. By means of city-wide grade level reorganization, the Sixth Grade Plan effectively desegregated the Washington School. Racial imbalance in other elementary schools was mitigated but not completely corrected.

3. Under the Sixth Grade Plan, racial imbalance in at least five elementary schools could have been expected to become greater during each succeeding year. The Plainfield experience showed that a plan for grade-level reorganization cannot be self-limiting if it is to serve a community with an ever-changing racial composition.

Recommendations: 1. Schools serving large geographical areas generally lend themselves to desegregation in the urban North.

2. A program of compensatory education is needed for Negro children and others who lag academically and aspirationally.

3. Parents, students, and teachers must be educated to the larger democratic values involved in school integration.

4. School districts have the responsibility for educating teachers who do not have the training and experience to teach the disadvantaged child.

27. Renz, Henry Augustus, III. An Examination of the Effect of System Reorganization on De Facto Segregation in Arlington County, Virginia. The George Washington University, 1967. 109p. Adviser: Wesley Thomas Carroll. 67-15,936.

The purpose of the present study was to determine if de facto segregation in the Arlington County Public Schools can be effectively attacked by reorganization of the school system. An organizational pattern incorporating the 4-4-4 or middle school concept was employed. Racial distribution in all schools was examined to determine if it would be significantly altered by the reorganization.

The following steps were carried out: (1) an extensive review of the literature related to school attendance areas and de facto segregation was conducted, (2) current school attendance areas were analyzed in the light of the criteria for their establishment, (3) the racial balance in each elementary and secondary school was determined, (4) criteria for the establishing of new attendance areas were developed,

(5) new school districts were drawn and the racial balance in each district determined, (6) building capacity was evaluated.

Since 1960, increased attention has been focused on the question of de facto segregation and the efforts of communities to develop approaches to the problems involved. The literature was discussed in four areas: (1) legal considerations, (2) the neighborhood school, (3) pleas for action, (4) possible solutions. The majority of references were found in popular magazines and professional journals. The literature revealed conflicting views on the question of a community's obligation to deal with de facto segregation. There was no disagreement, however, that the ultimate solution of the problem of de facto segregation lies in the establishment of desegregated housing patterns. Individual communities which seek to deal with the problem will have to resort to a combination of approaches which appear to be suitable in a particular situation.

Arlington County has not developed written criteria for the establishment of school attendance areas. There is evidence that a neighborhood school policy has been followed and that prior to 1957 attendance areas were deliberately gerrymandered to maintain a segregated school system. As a result of the application of a neighborhood school policy, two elementary schools in the County remain segregated.

The following criteria were developed for the establishment of new school attendance areas: (1) achievement of racial balance, (2) equalization of facilities, (3) minimization of the need for transportation, (4) safety of children who walk, (5) minimization of pupil shifts. An application of these criteria demonstrated that de facto segregation can be eliminated by the reorganization of the Arlington County School System. The requirements of the remaining criteria were adequately met because: (1) obsolete facilities were eliminated, (2) the need for transportation was kept at a minimum, (3) major highways were used as school district boundaries, and (4) the transfer of children from one school to another was minimal.

The following steps were recommended for consideration by Arlington County or other communities considering school system reorganization:

1. Consideration should be given to various approaches to system reorganization in order to eliminate the segregation of Negro elementary school children and to minimize the social and economic isolation of students in all schools.
2. A systematic study of the impact of system reorganization on physical facilities should be undertaken before additional funds are expended for remodeling or replacing existing facilities.
3. The effect of system reorganization upon administrative and auxiliary personnel should be carefully evaluated.
4. A comprehensive study of transportation needs for a reorganized school system should be undertaken.

28. Collins, Clinton. The Concept of Equality in the Context of Educational Policies of Desegregation and Ability Grouping. Indiana University, 1970. 434p. 70-14,961.

'Equality' has recently been treated as a word that is essentially ambiguous, at times meaning 'sameness' and at other times meaning 'justice.' This makes difficult the task of educators in formulating policies which will provide equality of educational opportunity. The study is an attempt to remove the ambiguity by delineating a unitary meaning, that of 'similarity' and testing that meaning by the clarity it provides in the contexts of educational policy issues of desegregation and ability grouping. The approach of ordinary language analysis is rejected as a means of achieving conceptual clarity with regard to a concept such as 'equality' in favor of functional analysis that looks at the communicative effects of the concept when applied to controversy over specific educational policies.

The origin of the ambiguity attaching to 'equality' is traced in Western culture, and is found to derive from distinct traditions. These traditions, in turn reflect different motives for defining human similarities. Similarities shared by members of a group which are used to distinguish them from those outside the group are given the name of 'exclusive equalities.' Similarities which are said to be common to all humanity are given the name 'inclusive equalities.' The attempt to challenge exclusive equality by emphasizing individual differences is put forward as a potable cause of the confusion of equality and justice.

'Equality of opportunity' is explained as a necessary but not a sufficient condition of social justice. It is defined as the right of people to similarity of treatment in those respects in which they are similar. A theory of social justice is defined as requiring, in addition, some provision for the recognition of relevant differences. The provision of justice in educational policies is seen to involve concern for equality in two respects: first, the assumed equality of people receiving educational treatments, which may involve the application of either exclusive or inclusive criteria. Secondly, where equality between people is assumed, justice consists in providing some form of treatment which takes into account this assumed equality. Treatment appropriate to equals is believed by various policy advocates to be one of three types: 1) similar treatment for all; 2) similar procedural consideration in arriving at differential treatments; or 3) differential treatments aimed at producing similar results. In addition the simple recognition of a person's equality with oneself constitutes an important type of educational treatment.

Policy makers for U.S. public schools are shown to have misinterpreted 'equality of educational opportunity' in two respects: first, in regarding equality as a goal rather than an assumption of education. Rather it is demonstrated that equality of educational opportunity provides a moral principle only for the treatment of those assumed to be similar in respects relevant to their education. The second misinterpretation consists of confounding equality with justice, so that it is assumed that equality has been provided when fundamental differences between students are recognized by distinct educational treatments, as in the examples of segregation by race or by scholastic ability. Policies of desegregation and ability grouping are shown to advance competing goals. Provision for the recognition of continuing relevant similarities between all people is recommended as a means to full provision of equality of educational opportunity.

29. Eyster, Ira Milton. Development and Testing of a Model Using Computer Techniques to Devise Alternative Desegregation Plans for Urban Schools. The University of Oklahoma, 1970. 151p. Adviser: Glenn R. Snider. 71-12,567.

The problem of this study was to develop a computerized model and to determine its applicability for devising alternative plans for reassigning students in an urban school system to achieve a desired pattern of racial desegregation. The test of the model was based on the ability of the model to produce the desired output and exhibit the characteristics of adaptability, flexibility, reliability, and responsiveness.

The data for the study was obtained from an urban school system which had a student enrollment of approximately 75,000. Negro students constituted about 22 percent of the total school enrollment. U.S. Census tract blocks were used as the basic geographic units to which students were aggregated. The geographic information was obtained from the address coding guide published by the Census Bureau. The standard transportation procedure was the basic mathematical formulation used in the solution of the problem.

An analysis of the model revealed the need for student data carefully collected for a specific data processing purpose, as well as accurate, readily available geographic data simple to update and maintain. There was some indication that U.S. Census Bureau data may, in some instances, meet these specifications in the future.

It was found that students could be assigned to attendance areas through automation to accomplish certain desegregation objectives. The model selected, from the master file, without program modification, the necessary data to devise alternative desegregation plans. The computer time required to develop a desegregation plan was dependent on the size of the problem and varied from 46 minutes to 735 minutes. The model did not provide data output in graphic form. This failure somewhat reduced the effectiveness of the model for the iterative process desired. The model seemed to perform more effectively when the problem was subdivided and thus limited in size. It was further demonstrated that the model could provide distances required for a given assignment. These distances were not coterminous with busing distances over established routes.

The model has its greatest applicability to those situations where numerous options for physical desegregation are available to the decision maker. From a practical viewpoint a school system should plan to utilize the model for purposes in addition to the development of desegregation plans.

Evaluation

30. Greer, William Lewis. A Study of Inhibitory Factors in Desegregation. (Research Study No. 1). Colorado State College, 1964. 313p. 65-229.

This study was conducted near the close of the ten-year period, 1954-1964, during which legislation was enacted that affected segregated schools and the total American educational and social systems. The decision of the Supreme Court of May 17, 1954; the subsequent "with all deliberate speed" implementation decree of 1955; and the Civil Rights Act of 1964 evoked significant social disequilibrium.

The purpose of the study was stated to be the identification of such factors as have appeared to inhibit desegregation and which might assist in (1) clarification of the basis of interracial tensions; (2) anticipation of tensions; and (3) reduction of seriousness of conflict, with minimum imposition of legal force in intercultural relations.

The problems with which the study was concerned were the relationships of four factors--racism, regionalism, the amounts and kinds of educational opportunities, and components of the cultural environment--to desegregation. These were studied in connection with reactions to legislation and activities that have reflected attitudes of compliance, indifference, or resistance to federal intervention.

The technique used to obtain information consisted of a sampling made among students of two Southern colleges using two hundred questionnaires. These were distributed in an interracial situation among students who had been involved in segregated and non-segregated education.

The questionnaire used in the research was developed through pilot studies conducted in college classrooms over a period of time. Criteria used to construct a questionnaire with validity and reliability were (1) appropriateness of the instrument to the two populations comprising the samples; (2) the adaptability of the instrument to uniformity in the testing situation; (3) the applicability of the content to the four inhibitory factors studied; and (4) adaptability of the instrument to tabulation procedures.

The questionnaire was checked for reliability of form, content, and construction through a test of internal consistency. Using the split-half procedure, copies were numbered consecutively and the odd-even technique was used to determine reliability. The test was divided into halves, the halves scored separately, and the pairs of scores checked as to the degree of correlation between the two halves of the totals of the groups. The groups were then compared as to the number and percentages of like responses.

Uniformity of procedure, introductory statement, and the anonymity requested of the respondents were believed to yield a more candid opinion.

An item analysis was made of the data. Findings were organized on the basis of opinions regarding the (1) four factors studied; (2) progress of desegregation in the schools; (3) data related to the perceived potential values of desegregation; and (4) data related to

acknowledged fears accompanying desegregation as ranked by the respondents. The findings indicated that experiences and opinions of the college population tested confirmed the inhibitory function of racism, regionalism, differentials in educational opportunities, and specific components.

From the findings, it was concluded that desegregation has proceeded slowly and that the factors studied have contributed to the retention of numerous stereotypes that have not been conducive to the building of a public image consistent with the expectancies of American society or world assessment of the democratic ideal. Whereas desegregation has become a complex problem, in each of the factors studied, there has been (1) misappropriation of data that has indulged miscontrued understandings; (2) an attempted reduction of the complicated problem to single, factorial explanations; (3) interaction of strongly conflicting values; and (4) recalcitrance engendered because of (a) the lack of awareness regarding reliable information related to desegregation developments, and (b) the inability and/or unwillingness to accept new information that has been in conflict with previously accepted information.

Suggested recommendations concerned the need for (1) immediate, intensified circulation of sound, factual data to counter extensive use of distorted materials; (2) development of an operational merger between legal and educational influences to assist amelioration procedures; (3) a mass-oriented reappraisal of values, with focus on American democratic values in action; and (4) designation of proprietous methods to actuate awareness of timely, contemporary, and variable data related to the factors studied; and confirmation of the human capacity for increased practice of tolerance among individuals in inter-cultural education.

31. Stoff, Sheldon. Factors Related to the Non-Violent Desegregation of Public Elementary and Secondary Schools in the Southern and Border States. Cornell University, 1965. 194p. 65-6975.

A study was undertaken of 189 communities in the Southern and border states which had desegregated their public elementary and/or secondary schools between September 1960 and October 1963. The purpose of the study was to identify variables which were related to non-violent public school desegregation.

On the basis of a statistical analysis between matched communities, grouped by violence or non-violence in their public school desegregation, 17 variables related to non-violence were identified. On the basis of the evaluations of the events by NAACP personnel and chief public school administrators six additional related variables were identified for a total of 23 variables associated with non-violent public school desegregation.

Thsse identified variables associated with non-violent public school desegregation were:

1. Voluntary school desegregation (as opposed to that requiring a special court order).

2. Smaller communities (under 50,000 persons).
3. High employment of the Negro male population.
4. No police on duty in plain clothes at the time of school desegregation.
5. No Negroes on the police force at the time of school desegregation.
6. Desegregated labor unions.
7. Nearby previously desegregated schools.
8. Comparable Negro-white segregated schools.
9. The white faculty prepared the white students for non-violent school desegregation.
10. The chief school administrator led in the development of a school desegregation plan.
11. The chief school administrator supported the school desegregation plan.
12. Favorable action by state educational agencies supporting non-violent school desegregation.
13. Favorable action by the community school board supporting non-violent school desegregation.
14. Two or more nearby schools desegregating at the same time.
15. A desegregated school transportation system (before or at the same time as the school).
16. Favorable newspaper coverage.
17. Favorable action by community leaders supporting non-violent school desegregation.
18. Favorable action by church leaders supporting non-violent school desegregation.
19. A lack of active opposition to school desegregation by local individuals.
20. A lack of active opposition to school desegregation by the governor.
21. A lack of active opposition to school desegregation by local organizations.
22. A lack of active opposition to school desegregation by outside organizations.
23. A lack of active opposition to school desegregation by the state education department.

The author has discussed these variables in an attempt to provide examples of the related variables so that interested parties might be better able to gain insights and a full understanding of these variables. It was hoped that from this knowledge might come some guidance for future desegregation proceedings.

32. Rentsch, George Jacob. Open Enrollment: An Appraisal. State University of New York at Buffalo, 1967. 307p. 67-11,516.

The current trend toward greater urbanization, coupled with the zoning practices of city school districts and a philosophy of separatism between city and suburban school districts results in schools of the greater metropolitan areas stratified by social class and segregated by race.

School districts, in response to this trend, are adopting plans designed to reduce the racial imbalance of schools. Since it is apparent that more school districts will develop racial balance programs, it is important that the results of programs already undertaken be evaluated.

This study attempted to evaluate certain selected aspects of open enrollment, an effort on the part of a northern urban school district to reduce the racial imbalance of its schools.

Part I set out to examine the achievement, attitude toward school and self-concept of pupils who participated in the program. Specifically, the study attempted to ascertain whether pupils who transferred from schools enrolling a high percentage of non-whites (sending schools) to schools enrolling a high percentage of whites (receiving schools): (1) attained higher standardized reading and arithmetic scores; (2) attained higher report card marks; (3) attended school more consistently; (4) attended school more promptly; (5) had a higher concept of self than pupils who remained in schools having high non-white enrollment

Part II of the study set out to examine the results on the instructional program of the schools. Specific questions to be answered were: (1) What changes, if any, did teachers make in the classroom instructional program? (2) What changes, if any, did principals make in the administrative organization of the school? (3) Did teachers and principals in schools to which pupils were transferred consider open enrollment pupils to be well integrated into the life of the school?

Part I--Seventy pupils from grades kindergarten through five, who had transferred under the open enrollment program, were matched with seventy pupils who applied for, but did not receive, open enrollment transfers.

Thirty-one transferred third grade pupils, thirty-six transferred fourth grade pupils, and thirty-three transferred fifth grade pupils were compared with a randomly selected equivalent number of not transferred pupils in these same grades.

Comparisons between transferred and not transferred pupils were made on the following measures: (1) raw scores on standardized reading and arithmetic tests; (2) mean of all report card marks; (3) total number of absence events; (4) total number of tardinesses; and (5) total score on the California Test of Personality.

Part II--Questionnaires were distributed and received from principals of all receiving schools. Questionnaires were distributed to 441 teachers and replies were received from 380.

Data from Part I were analyzed in the following two ways:

(1) Using scores on the criterion measures listed above, the seventy transferred pupils were compared with their pair-mates who did not transfer. Matched tests were used to compare the means of both groups. The .05 per cent level of confidence was used.

(2) Using scores on the criterion measures listed above and scores on related covariance measures obtained before the start of the open enrollment program, the 100 transferred pupils were compared with 100 randomly selected pupils who did not transfer by an analysis of covariance. The .05 per cent level of confidence was used.

Data from Part II were categorized and tabulated and a comparison of replies by school was then undertaken.

The major findings of Part I are:

When compared to pupils who applied for, but did not receive, open enrollment transfers, pupils who were transferred under the open enrollment program.

(1) attained significantly higher standardized reading and arithmetic scores at grade five, slightly higher scores at grade four and kindergarten, and slightly lower scores at grades one and two.

(2) attained significantly poorer report card marks.

(3) attended school more often.

(4) had significantly fewer tardinesses.

(5) attained higher scores on the California Test of Personality at grades two and four, but lower scores in kindergarten.

The major findings of Part II are:

(1) Teachers, in approximately 20 per cent of the newly integrated classrooms, altered procedures or activities in response to changed classroom groupings. These teachers added units on Negro history and on the similarities and differences among all people. They deliberately provided for the physical integration of pupils in the classroom. Few teachers, however, saw newly integrated classrooms as places in which specific intergroup experiences and activities should be provided.

Most teachers consider themselves prepared to participate in an open enrollment program despite the fact that they did not consider orientation programs organized within receiving schools to be especially helpful. Of those few teachers who considered themselves unprepared to participate in an open enrollment program, most wished they had been provided more information about the transferred pupil, his home, his family, and his previous school work.

(2) Most administrative changes made by principals at receiving schools were designed to help open enrollment pupils make a satisfactory adjustment to the school rather than to foster integration through appropriate activities. The most direct practice designed to promote integration was that of assigning open enrollment pupils to a maximum number of different classrooms despite the reorganization of classes which this demanded.

(3) Teachers and principals in receiving schools considered open enrollment pupils to be well integrated into the life of the receiving school except during those times when bus schedules or lunchroom regulations resulted in a degree of resegregation.

33. Byrd, William Allan, Jr. A Survey and Analysis of School Problems Associated with the Desegregation of Florida High Schools--1962-1966. University of Miami, 1969. 118p. Adviser: Dr. Michael J. Stolee. 70-11,194.

The purpose of the study was to determine the status and problems of desegregation in the public high schools of Florida by (1) collecting census data on students and faculty members of high schools listed on

the rolls of the Florida Education Association; (2) soliciting evaluations of school problems attributed to integration from administrators of desegregated schools; (3) requesting administrators and teachers to describe problems peculiar to bi-racial schools and attempted solutions.

The initial data were collected through the use of a mailed questionnaire, usable responses to which totaled 90.7 per cent. More detailed information was obtained by conducting purposive depth interviews in twenty-one of the desegregated high schools, which ranged in size from small rural (less than 100 students in grades 10-12) to large urban (more than 3,000 students in grades 10-12). The school personnel selected for interviewing were representative of the three geographic areas of the state defined by the study.

The analysis of the data led to the following conclusions:

(1) At the time of the study, census data from the Florida high schools responding indicated that only token desegregation had taken place.

(2) Principals' evaluations of problems attributable to school desegregation clustered at the lower two ranks of a Likert-type scale that ranged from Very Serious through Serious and Moderately Serious to Not Serious at All: Evaluations were similar for the three geographic areas and appeared to have no relation to the amount of desegregation experienced.

(3) Problems described by the administration covered a wide range of school situations: curriculum; staff, pupil, and community relations; and extracurricular activities. The specification of problem area tended to vary from one geographic area to another.

34. Yost, Daryl Roderick. A Study of the History of the Negro in Public Education and some Sociological Implications for School Administration. Ball State University, 1969. 148p. Adviser: Dr. George E. Swafford. 69-19,423.

It was the purpose of this study to acquire knowledge about the Negro in American public education throughout the Twentieth Century as revealed through philosophies, legislative acts, court decisions and social forces. Furthermore, it was the purpose of this study to determine what sociological implications these phenomena might have upon the administration of public education.

The study was based on a secondary analysis of the literature as found in the professional journals, books, and selected published and unpublished research in the area of the Negro and public education.

The historical evolution of the educational process involving the Negro has gone through many stages. This has presented a most complex arena in which the administrator of public education must operate today.

As the Negro has been legally permitted to emerge from his position of servitude and inferiority he has challenged the adequacy of the educational institution in American society. The Negro doubts the sincerity of the white school administrator in resolving the educational inequality

found in so many ares throughtout the country. This phenomenon has caused the Negro to become somewhat united in his efforts as revealed the concepts of Black Power. The Negro has also realized that power is necessary if one will have the right or opportunity to make decisions. As the Negro has observed these behaviors of the white man, he has demanded that he have the opportunity to determine policy and make decisions that will determine the fate of his future as suggested in the concept of decentralization which threatens "the establishment" as prescribed by the white man.

The various forces surrounding public education s (sic) demanding a competence in educational administration unparalleled in American history. The significance of the behavioral sciences in the preparation of the potential administrator seem (sic) more relevant today than anytime previously. The ability of one to use sociological concepts and acquire sociological data is important in the administration of public education. The school administrator must be part of the dialogue in conflict resolution in our society. The institution of education is an agent by which change must take place.

Six propositions were submitted as to the nature of the emerging school administrator. These propositions suggest that the societal forces emerging as the result of racial confrontation can be dealt with positively through the awareness of the behavioral sciences.

If the institution of education is to survive these new forces, it must surround itself with the best and most capable leadership available. The administrator must have tremendous expertise in the facilitation of human interaction in a positive manner.

The institution of education must become innovative, creative, and changing. Education must be able to set the pace. It can no longer sit back and be satisfied with what has happened for the last fifty years and say it is acceptable.

35. Frelow, Robert Dean. A Comparative Study of Resource Allocation: Compensatory Education and School Desegregation. University of California, Berkeley, 1970. 162p. 71-20,812.

The principal purpose of this study was to determine which of two programs implemented by the Berkeley Unified School District--compensatory education or school desegregation--had most significantly affected the achievement of children from lower socio-economic neighborhoods.

Research procedures for determining the above were in two parts. The first was designed to determine if instructional services (measured by man-hours of instruction per pupil) increased or decreased significantly prior and subsequent to implementation of both programs, how resources were distributed among schools in lower, middle and upper socio-economic neighborhoods and whether compensatory resources were allocated to low SES schools over and above other regularly provided services. The second was designed to compare the relative effects of compensatory education and school desegregation programs on the achievement of children from low SES neighborhoods, using levels of compensatory services and commensurate gains in pupil-achievement as measures

of the results of program activity.

The data reveal that the availability of all instructional services increased significantly during the school-year 1965. Significant increases in man-hours per pupil are notable throughout the school district under study from 1965 to 1969, with schools in lower, middle and upper SES neighborhoods reporting comparable service increases. Compensatory services, too, while showing only slight pluralities in low SES schools prior to 1965, are by 1967 double their previous amounts.

Three distinctive levels of compensatory services are observable during the time periods chosen for this study. These levels are shown to be the results of specific programs implemented in the district under study. The first program, compensatory education, was accompanied by significant increases in compensatory services to children in low SES schools. The second, desegregation, was accompanied by decreases in compensatory services to low SES children, but neither approaches the level of the third period, the pre-compensatory period.

Comparisons of the relative effects of programs offered during the pre-compensatory period, the post-compensatory period and the desegregation period reveal that when achievement gains are measured against levels of instructional services, desegregation produces the most prominent results. The data indicate that while gains of low SES children during both compensatory education and desegregation were not notably different, comparable gains following school desegregation were accomplished with lower levels of available services. It should be noted that the findings of this study indicate that neither compensatory education nor desegregation has reduced the gap of achievement between children from upper and lower SES neighborhoods.

36. Kerns, Wilmer Lee. School Desegregation: A Study of Services Provided by Advisory Specialists Funded Under Title IV, Section 405, of the Civil Rights Act of 1964. The Ohio State University, 1971. 160p. Adviser: Professor Charles A. Glatt. 71-27,497.

Federal laws are normally written by the U.S. Congress in response to national crisis rather than needs primarily determined by research findings. In most cases, Congressional Acts stimulate research instead of research studies motivating the Congress to enact new laws. The Civil Rights Act of 1964 was passed because of a national plea from the citizenry to equalize opportunities in the areas of education, political participation, employment and public accommodations. The Executive Branch of the U.S. Government must administer these laws, frequently without the benefit of research upon which to develop and to guide programs during the embryonic stage.

The scope of this research is Title IV, Section 405, of the Civil Rights Act, or the desegregation of schools by local school boards which were subsidized by federal funds during fiscal year 1970. While the Coleman Study analyzed the educational opportunities of students

at the level of sub-group achievement, the present study analyzed the desegregation of schools at the perceptual level of systems five years later.

Most of the current research on desegregation is confined to a concentrated study of one or two classrooms or schools within a geographical area. This research described and analyzed a national program which consisted of 138 projects in 29 states. Three populations were selected for the study: (1) a target population of 138 Advisory Specialists; (2) their corresponding superintendents, and (3) sixty Specialists in the U.S. Office of Education who were responsible for the federal administration of the program. The study defined selected parameters of Title IV projects and analyzed the characteristics and the perceptions of the (Advisory) Specialists who administered these projects during fiscal year 1970. The perceptions of Advisory Specialists, Superintendents, and Specialists in the U.S. Office of Education, related to services which should be provided in the process of desegregation, were analyzed. These ideal perceptions were compared with perceptions of Advisory Specialists related to services which were actually provided.

The criterion variable of this research was service--the sum-total of 36 items on a questionnaire which reflected either a task, an activity, a responsibility, or an outlook on work to be performed through a Title IV project designed to desegregate schools. The population of Advisory Specialists was stratified by race, geography, demography, and racial composition of student bodies in order to test the relationship of these independent variables upon stated services which should be or actually were being provided.

The Z score, derived from testing the significance of differences between proportions, was the statistic which was utilized throughout the study to analyze relationships between variables. The data were organized and tested for significant differences between group means.

Advisory Specialists expected a significantly higher level of services which should be provided than did Specialists in the U.S. Office of Education. Advisory Specialists were actually providing services at the level expected by Specialists in the U.S. Office of Education. Superintendents and Specialists in the U.S. Office of Education agreed on the kind and priority of services which should be provided through Title IV projects. Advisory Specialists were more ideal in their expectations for the desegregation of schools than were their corresponding Superintendents.

A close correlation existed between the perceptions of Specialists in the U.S. Office of Education and southern, white, Advisory Specialists who live in rural or urban areas, and, from school districts in which 85 per cent or more of the student body is white. The sharpest disagreements were noted between Specialists in the U.S. Office of Education and Advisory Specialists who represented these categories: (1) Small Cities (less than 50,000); (2) Negro; (3) North, and (4) Negro-majority districts.

Busing

37. Goodman, James Arthur. A Study of the Use of Opportunity for School Integration as Related to Deprivation and Patterns of Alienation in Three Groups of Negro Families. University of Minnesota, 1967. 139p. Adviser: Dr. Lyndell Scott. 67-17,273.

The purpose of this study was to measure levels of deprivation and alienation as factors associated with the response of Negro families to the opportunity for school integration through the method of "bussing" their children to schools in predominantly white neighborhoods.

The study was conducted in Saint Paul, Minnesota, where Negroes and others had expressed concern over racial imbalance in the public schools. Funds were provided by a private organization to defray the cost of transporting Negro elementary students out of the segregated schools into the schools in a white district.

Seventy-five families were included in the study. Probability samples of twenty-five families were selected from three identifiable populations: bussers, non-bussers and future bussers. All of these families were interviewed in their homes by the investigator between June 15, 1966 and August 31, 1966.

In order to determine levels of deprivation, the McVoy Needs and Satisfaction Scale was used. The Dean Alienation Scale was employed to determine levels of deprivation for the three samples. In addition, a series of open-ended questions was utilized to determine the general feelings held by the families about school integration and segregation.

Nine a priori hypotheses were formulated and tested. Seven of the original hypotheses were confirmed at a five per-cent level of significance.

The findings indicate that bussers were of higher social class and less deprived than either non-bussers or future bussers. Bussers were less alienated than future bussers or non-bussers. When contrasted on the alienation sub-scales of powerlessness, normlessness and isolation, the three groups were not significantly different with respect to feelings of isolation and feelings of normlessness. However, with regard to the powerlessness variable, bussers felt a stronger sense of ability to control or influence the direction of environmental forces than did non-bussers or future bussers.

These findings strongly suggest that some families and individuals will need personal and individualized help to begin constructive interaction with social institutions from which they have been alienated. In addition to this, mass changes at the societal and institutional level are necessary; also, resources must be provided which enable these families to respond to the opportunities currently offered by the institutions of society.

38. Brooks, Bernice Demsky. A Study of Ninety-Five Children Traveling By Bus to a K-5 School as Part of the Open Enrollment Program in a Large Urban School System. Columbia University, 1969. 167p. Adviser: Professor Alice M. Miel. 71-8957.

Review of the Problem and Procedures: This study was designed to investigate existing practices related to the open enrollment program in one receiving school in a middle-class neighborhood of a large city.

The investigator prepared a survey of ninety-five open enrollment children to ascertain gains in reading and mathematics and to compare ratings by teachers in the sending and receiving schools in six areas of social behavior.

Taped interviews were conducted with four categories of respondents associated with the receiving school--professionals, auxiliary personnel, parents of open enrollment children, and open enrollment children--to determine attitudes toward and perceptions of the program as it was functioning from September 1965 until June 1968. Interview data were analyzed and then classified according to threads found to be running through the replies of each category of respondents.

Major Findings and Recommendations: People in all four categories agreed that (1) there were no opportunities for open enrollment children to socialize with neighborhood children after school hours and (2) inadequate supervision resulted in generally poor behavior on the school bus.

Areas of disagreement were most evident on issues concerning the advantages and limitations of the program. Open enrollment children and their parents responded positively, but school personnel verbalized many negative feelings.

No meaningful pattern was evident for matching sending and receiving schools or in screening participants for the program. Ninety-two children were admitted from twenty-two sending schools while three were admitted directly from their homes.

Greater overall gains were noted in mathematics than in reading achievement although far more remedial assistance was provided in the same area of reading in the receiving school. Standardized test scores in reading tended to be higher than teachers' estimates of children's functional levels.

Most open enrollment children received satisfactory ratings in six areas of social behavior from teachers in both the sending and receiving schools. In some cases, teachers in the receiving school rated as unsatisfactory children who had been rated as satisfactory in the sending school. The reverse was true in an extremely small number of instances.

While teachers perceived the program to have negative effects on the behavior of neighborhood children, they saw no evidence of any effect on their academic achievement, either negatively or positively. This was further supported by the fact that the school continued to maintain its relatively high academic standing subsequent to becoming a receiving school.

The average number of days absent per year, among the twenty children

in grades 3, 4, and 5 who were studied intensively, increased steadily from 10.4 days in 1965-1966, while they were still in the sending schools, to 24.1 days during 1967-1968, which was their second year in the receiving school.

Lack of planning and coordination by the Board of Education, combined with insufficient funds for the necessary services, facilities, materials, and reeducation of personnel mitigated against the effectiveness of the open enrollment program. Therefore, if the open enrollment program were to be continued, improvement in the following areas was deemed desirable:

- Teacher education
- Parent education
- Class organization
- Pupil behavior
- Social contacts with neighborhood children
- Communication with sending schools
- Special services in the receiving school

39. Wood, Bruce Hartley. The Effects of Bussing Versus Non-Bussing on the Intellectual Functioning of Inner City, Disadvantaged Elementary School Children. University of Massachusetts, 1969. 106p. Adviser: Dr. Alvin E. Winder. 69-5186.

This investigation has dealt with an examination of the effects of urban-suburban bussing on the intellectual functioning, as measured by the Wechsler Intelligence Scale for Children, of inner-city deprived elementary school age youth.

Basically, the paper concerned itself with the practical interpretation and statistical treatment of a pool of intelligence test data collected on the aforementioned group who were involved in a socio-educational experiment. The subjects, randomly selected from an inner-city elementary school population that was about 95% non-white, were divided into two groups, experimental (bussed) and control (non-bussed). The experimental group was transported to five suburban autonomous school systems outside their urban centers. The controls remained within their core-city neighborhood schools.

Each subject in the experiment, experimentals and controls, were administered an individual intelligence test by certified independent Psychologican Examiners, pre and post one year of the experiment. These results, based on the WISC Verbal I.Q., constitute the "pool of data."

The statistical treatment of the data was addressed to one basic question: what evidences were there that changes in intellectual functioning are associated with either educational intervention (bussing or non-bussing), sex differences and/or interaction between sex and treatment. A covariate analysis of the data was used where the pre-test score (a) is used as the covariate adjustor. Covariate is an "F" test, .05 level of significance, where the variance within groups is compared to the variance between groups. If the variance between is greater than within, an assumption of differences between groups is made.

When all groups are combined, the picture is one which suggests within the limitations of this study, the instrumentation and the confines of a one year experimentation, that suburban placement is an effective type of educational intervention for inner-city disadvantaged

youth. Two groups, Group A (grades K-1) and Group B (grades 2-3), demonstrated an increase in overall cognitive functioning at the .01+ .05 level of significance and Group C females (grades 4-5), demonstrated an increase at the .05 level of probability. Though the trend is not clear-cut, it is considered significant within the restriction noted above.

Additional studies, along the same lines, were strongly recommended as Project Concern subjects completed their second year of experimentation-1967-1968.

40. McLendon, Dorothy Fullenwider. Some Effects of Integrated Schooling on Bussed Urban Black Children. Boston University School of Education, 1970. 232p. Adviser: Ralph J. Garry. 70-22,519.

The Problem: The purpose of this dissertation was to study the effect upon children of one solution to the problem of de facto segregation in one city, Boston. In 1966 the Metropolitan Council for Educational Opportunity (METCO) with federal funding was organized for bussing black children from Roxbury to suburban schools.

This thesis is a case study of METCO in Brookline, an affluent suburb, whose superintendent and school committee took the initiative in developing a voluntary, cooperative, educational venture. Six other Boston suburbs joining during the first summer made it possible for 220 children to leave Boston's crowded, racially segregated schools. In the fourth year of the program 1,129 Boston children were bussed to schools in thirty-one of Boston's suburbs.

The Procedure: This case study was action-oriented research planned to discover and respond to the problems and successes of fifty-two elementary children bussed to Brookline schools under METCO. For purposes of comparison a control group (N=61) was selected from the other, primarily white, children entering the same classes in the Brookline schools with the same teachers. All new children were given the same research treatment.

A hypothesis was made that the urban black bussed children would achieve as well as the new children who moved into the town. H_0: mean achievement increment of METCO equals the mean achievement of control.

Data were collected over a three-year period. Cognitive development was measured with intelligence tests, four achievement tests, two sets of teachers' evaluations, and end-of-year grades for three years. Social acceptance was determined by sociometric studies, questionnaires, and teachers' evaluations. Attitudes, feelings, and emotional aspects were measured by attendance records, questionnaires, and Human Figure Drawings at two intervals.

Thirty-two items of data were quantified for computation by the 360 Model of the IBM System. Statiscal techniques included the computation of Pearson's r, and the analysis of variance F-test on the overall hypothesis that all the population means are equal.

The Results: Both METCO and control IQ means increased three points. This small gain could be attributed to chance. No significant difference appeared in the lower grades in achievement gains. In the case of the

fifth graders, or when the fourth graders became fifth graders, significant differences appeared.

The distribution of the teachers' end-of-year grades approximated the normal curve for both the METCO and control groups.

No difference appeared in the average social acceptance of third graders; a difference appeared at Grade 5 in favor of control.

No difference in attendance records was found.

Teachers' evaluations for reading and arithmetic changed during the first year: By spring the teachers' evaluation of the METCO children's performance was higher in reading and lower in arithmetic. Conversely, control children's performance was lower in reading and higher in arithmetic.

No significant difference emerged in scores related to feelings of shyness or aggression.

The control children in some grades had more anxiety than the METCO children. The control children reported significantly more anxiety over the pressures of suburban life: bad report cards or losing friends. The METCO children's fears were not related so much to school as to the problems of the inner city: fires, crooks, men, terrible things happening to the family.

On a comparison of Human Figure Drawings the METCO children as a group showed fewer emotional indicators at end of first year; the control group as a group revealed slightly more emotional concerns.

The Conclusions: The findings in this research indicate that one solution to the problem of de facto segregation is workable, at least with the population studied. In the case study it has been shown that an affluent suburb can cooperate voluntarily with an inner city to create a school population racially representative of the adult working world for the educational benefit of all the communities involved.

Further research should be done to discover the causes for the decrease in the social acceptance and achievement among blacks in Grade 5.

41. Wheat, Thomas Earl. A Study of the Reading Achievement of Pupils Bussed to Predominantly White Schools as Compared with the Reading Achievement of Pupils Remaining in Predominantly Negro Central-City Schools. Ball State University, 1970. 115p. Adviser: Dr. Ruth Hochstetler. 70-25,182.

The purpose of this study was to compare the reading achievement of pupil's bussed from two predominantly Negro central-city schools to several predominantly white receiving schools, with the reading achievement of a group of pupils remaining in the two predominantly Negro sending schools.

The sample of the present study was drawn from the public school system of a midwest city of approximately 200,000 population. The subjects in the study were those pupils who had been enrolled in the third grade in two central-city schools during the 1965-66 school year, and who continued to reside within the school districts served by the two central-city schools through the 1968-69 school year. The bussed group

included sixty-one Negro and three white pupils who were transported from the two predominantly Negro schools at the beginning of the fifth grade and through the sixth grade to ten predominantly white schools. The non-bussed groups included forty-three Negro and two white pupils who remained in the two predominantly Negro sending schools through the sixth grade.

Data on the individuals included in the sample were obtained from the cumulative folders of the students which were on file at the twelve schools involved in the study. Measuring instruments used to collect data were: the Otis Quick Scoring Mental Ability Tests, which were given at the sixth grade level; the assessment of reading achievement for grade three, four, and five were based on the reading subtest of the Stanford Achievement Test; and the assessment of the reading achievement for grade six which was based on the reading subtest of the SRA Achievement Series. An informal questionnaire, prepared for the purpose of this study to discover the bussed pupils' feelings toward the situation in the receiving school was administered by the author to the bussed pupils in May, 1969.

The following conclusions are based upon the findings secured from the data and within the limitations established for the study.

1. One or two years of bussing for pupils at the fifth and sixth grade level has a positive effect on reading achievement scores. This conclusion is based on the finding that the evidence was statistically significant in favor of the bussed group. This significant difference between the bussed and non-bussed group on the basis of reading achievement increased after two years of bussing.
2. One or two years of bussing at the fifth and sixth grade levels has a positive effect on pupils' growth toward reading expectancy levels. This conclusion is based on the finding that after one year of bussing the bussed group gained slightly over the non-bussed group. After two years of bussing the difference in favor of the bussed group was statistically significant at the .05 level of confidence.
3. Two years of bussing at the fifth and sixth grade levels has little effect on the number of times pupils are above the median of the four discrepancy scores. This conclusion is based on the finding that there was no statistically significant difference between the bussed and non-bussed groups.
4. Students' attitudes toward the receiving school do not seem to affect reading achievement. This conclusion is based on the finding that the relationship between the two does not exceed chance.

42. Danahy, Ann Hechter. A Study of the Effects of Bussing on the Achievement, Attendance, Attitudes, and Social Choices of Negro Inner-City Children. University of Minnesota, 1971. 128p. 72-14,285.

In an attempt to effect desegregation, the School Board of the Minneapolis Public Schools approved a bussing program for that city. Negro children were bussed from inner-city schools with large Negro enrollments to predominately Caucasian schools in middle-class neighborhoods. The purpose of this study was to assess the effects of bussing on these Negro

elementary school children. The variables which were explored are 1) achievement, 2) attendance, 3) attitudes, and 4) social choices.

A before-after design with control group was utilized to compare the academic achievement of bussed Negro transfer students (experimental group) with the achievement of Negro students who chose to remain at their inner-city neighborhood school (control group). The study was also designed to compare the pre- with the post-transfer attendance data, assess the attitudes toward the "new" school of both transfer students and their parents, and determine the extent of sociometric choices across racial lines in the integrated schools.

Regression analysis was used in the statistical analysis to compare the achievement of the experimental and control groups. The t test for correlated data was used to compare the pre- and post-transfer absence of the transfer students. Percentages of response were computed to determine attitudes of parents and students toward the voluntary transfer program. Regression analysis was also used to examine correlates of social choices.

The analysis of available data yielded the following findings:

1. After controlling for initial differences, there was no statiscally significant difference in achievement between the experimental and control groups. a. There was no significant association between grade level and reading achievement of transfer students. b. There was no significant association between years in receiving school and reading achievement of transfer students. c. There was no significant interaction between initial measures of reading ability and transfer status.

2. There was no significant difference between pre- and post-transfer absence of transfer students.

3. Childrens' attitudes were generally favorable toward the integrated school situation; however, they were somewhat less favorable than those of their parents. Most children and parents responded that the children were receiving an improved education, doing better work in school, and socializing adequately.

4. Regarding sociometric choices, Negro transfer students were underchosen by white community students. a. There was no statistically significant relationship between the SES of Negro transfer students and the frequency with which they were chosen by white community students. b. There was no statistically significant relationship between the SES of Negro transfer students and the frequency with which they chose white community students. c. There was no statistically significant difference between the frequency with which Negro transfer students were chosen at Kenwood School and the frequency with which they were chosen at Shingle Creek School (the integrated schools) by white community students. d. There was no statistically significant difference in the number of choices by white community students for Negro transfer students who had attended the integrated schools for one, two, or three years.

Conclusions: While there were no statistically significant findings to support the assumed benefits of bussing, there were indicators

of favorable effects. More specifically: gains in the achievement of transfer students were greater than gains in the achievement of non-transfer students; the attendance of bussed students improved after transfer; attitudes of transfer students and their parents were highly positive toward the integrated school situation; and Negro transfer students did choose and were chosen by white community students.

43. Samuels, Joseph Maurice. A Comparison of Projects Representative of Compensatory; Busing; and Non-Compensatory Programs for Inner-City Students. The University of Connecticut, 1971. 84p. 72-14,252.

This study compared the effectiveness of projects representative of compensatory; busing; and non-compensatory programs for inner-city students. The comparisons were made across the following six variables: (1) word knowledge, (2) word analysis, (3) reading, (4) total reading, (5) mathematics, and (6) self-image as measured on appropriate tests.

The total sample in this study was comprised of one hundred and thirty-eight subjects from New Haven. These subjects were randomly selected from three different sources: Project Focus, Project Concern and the Comparison School.

The Focus Group was composed of fifty-one randomly selected New Haven second graders, who had been in the Project for two years. The random selection procedure was identical to that utilized in the selection of the Project Concern Group.

The Project Concern Group included second graders, (thirty-seven) who had been in the program for two years. These students had originally been randomly selected from among other New Haven children to participate in Project Concern, beginning in September, 1969.

The Comparison Group sample (fifty subjects) included the second graders from the Comparison School who had been there for two years. They received a regular inner-city education program.

Since the Fall of 1969, the Project Focus and Project Concern subjects have participated in two different experimental treatments. The Focus Group subjects received their education in New Haven. They had a compensatory educational program. Many special teachers and facilities were utilized to enhance the academic, cultural and self-esteem of these students.

The Project Concern subjects were bused to the suburbs of New Haven for their education. They attended regular suburban classes and received additional academic assistance as it was needed. A supportive team consisting of a qualified teacher and an inner-city teacher aide accompanied each group of twenty-five students to a suburb.

All subjects in this study were second graders.

The 138 subjects in the present study (who were kindergarteners in New Haven during the 1968-69 school year) were administered the Monroe Reading Aptitude Test during the Spring of 1969. The results of this testing were used to test for randomness, along with the variables of sex and age.

A Posttest-Only Control Group Design was employed in this study.

The instrument utilized for the measurements of achievement in this study was the Metropolitan Achievement Test-Primary I. The end of the year scores in word knowledge, word analysis, reading, total reading and mathematics were taken in the May, 1971 testings. Also, the youths' self-image trends were measured in May. The tool used for the measurement of self-image was New Haven's self-image test, "All About Me."

All of the results were hand scored and recorded and comparisons among the three groups were made on these end of the year test scores in achievement and self-image.

In this study the statistic employed to test for significance was a simple one-way analysis of variance. The level of probability adopted to represent statistical significance was $p<0.05$.

This study has shown that New Haven's Project Concern has been academically successful at the primary grade level. The following conclusions were reached:

1. This study has shown that New Haven's Project Concern has been academically more successful in reading at the primary level than the other two groups studied.
2. It is further concluded that the Project Concern subjects have a stronger self-image tendency than the other two groups.
3. This study has shown that the Project Concern and, more so, the Focus Group need to have additional emphasis placed on computational mathematics.

Project Concern is an effective educational intervention. It led to positive educational achievement for the inner-city students.

[Following page 69, "Metropolitan Achievement Tests", not microfilmed at request of author. Available for consultation at University of Connecticut Library]

Prejudice

44. Gunthorpe, Muriel Bouchey. A Comparison of Negro and White Student Participation in Selected Classes of a Junior High School Program. New York University, 1964. 198p. Adviser: Professor H. Harry Giles. 64-8477.

It was the purpose of this study to investigate and compare Negro and white student participation in classes selected from five areas of the junior high school program as a means of measuring integration of the Negro minority group in those areas of the program.

The major hypothesis which the study explored was that integration would be achieved more readily in those classes selected from the areas of attendance and co-curricular activity which are primarily dependent upon voluntary participation, and that integration would not be achieved as readily in those classes selected from the areas of discipline referral, failure, and reward which are primarily dependent upon teacher and administrator decision to include the student.

The chi-square test or tables of binomial probability distribution were applied to three null hypotheses:

1. In a population of participants in classes selected from the areas of attendance and co-curricular activity, 21 per cent are Negro.
2. In a population of participants in classes selected from the areas of discipline referral and failure, 21 per cent or less are Negro.
3. In a population of participants in classes selected from the area of reward, 21 per cent or more are Negro.

Socio-economic status, scholastic achievement, and scholastic ability of the Negro and white student groups were identified and compared. The following scores were listed for two random samples of 50 students each, and a two-tailed "t" test of significance was applied to means of the two samples.

1. A Revised Occupational Scale for Measuring Socio-Economic Status score.
2. California Test of Mental Maturity (short form) language, non-language, and total scores.
3. Stanford Achievement Test battery median score.

To compare the extent of participation of Negro and white students in the selected classes, information found in cross-checking classes was presented and tables were provided which differentiated those classes in which the hypothesis was tenable from those classes in which the hypothesis was rejected.

The data collected from the classes of attendance and co-curricular activity generally supported the hypothesis that the proportion of Negro participation would not be significantly different from the proportion of Negro students in the school population. The data indicated that Negro and white students were voluntarily integrating themselves into a single group.

Data collected for the detention class and suspension class of discipline referral indicated that teachers initially referred a significantly

greater proportion of Negro students for detention, but final disciplinary action, in the form of suspension by the administrator, was not needed in a significantly greater number of Negro cases.

The hypothesis that the proportion of Negro participation in the failure classes would be greater than the proportion of Negro students in the school population was decidedly rejected.

For the most part, data supported the hypothesis that the proportion of Negro participation in the reward classes would be less than the proportion of Negro students in the school population.

The data of this study supported the hypothesis that teacher and administrator action and attitude are prime factors in achieving or impeding integration.

The data of this study supported Allport's theory that contact and participation of peers on an equal basis can remove discrimination and prejudice.

Data of the study indicated that insofar as participation in selected classes of attendance, co-curricular activity, and failure is an index, the Negro minority group was achieving integration.

Insofar as participation in selected classes of discipline referral and reward is an index, the Negro minority group was not achieving integration.

45. Svoboda, William Sylvan. Negro-White Problems in the United States; Implications for Secondary Schools. University of Kansas, 1964. 131p. 65-7673.

This dissertation deals with the way in which racial prejudice, as it specifically pertains to the Negro in the United States, is a problem to American society, and how the public schools can be of possible importance in resolving this problem.

Prejudice and discrimination against Negroes in the United States are discussed as being incompatible with certain American ideals, especially the concept of equality. Possible historical bases and practical applications of the concept of equality are explained.

Specific outcomes of continued prejudice against Negroes in the United States are investigated as they relate to the total society and the individuals comprising it. An explanation of possible effects of prejudice on Negroes includes increased prejudice, aggression, crime, overcompensation, disassociation, clannishness, over-acquiescence, and the unrealistic desire to be known. Effects of prejudice on white persons are discussed as possibly including guilt feelings, unreal outlooks, reliance on discrimination as a crutch, cynicism, increased prejudice and habitual evasion of problems. Adverse effects of prejudice on the nation are suggested as including loss of Negro potential, economic waste, and loss of international faith.

The American public school is discussed as being an institution established and perpetuated for the purpose of promoting the general welfare. The assumption is stated that if schools are to prepare students who are capable of participating in the promotion of the general welfare, the students should be aided in understanding problems that adversely affect

the general welfare. The Negro-white racial conflict is examined as being one problem that schools should help students deal with because it adversely affects the general welfare.

Several suggestions are stated to aid school personnel foster student understandings that might lead to a lessening of prejudice. These suggestions include desegregation of schools, hiring of school personnel on the basis of "color blind" criteria, equal treatment of pupils, intercultural education, dissemination of scientific information, and use of reflective problem-solving teaching methods.

It was further assumed that social-studies teachers will probably be given primary formal responsibility for dealing with Negro-white problems. The problem-solving method is discussed as being an advantageous means of studying this problem. Several techniques aimed at stimulating reflective problem-solving study of the "American dilemma" are suggested. One complete hypothetical problem-solving unit is included as an example of how a social-studies class might reflectively deal with problems resulting from white persons' attitudes toward Negroes in the United States.

46. DeBerry, Clyde Edward. A Study of Attitudes Toward Equal Educational Opportunities and of Community Decision-Making. University of Oregon, 1967. 373p. Adviser: Robert E.Agger. 67-16,157.

The dearth of research on school de facto segregation bears dramatic witness to a dangerous disregard for a growing complex of problems. Unless school administrators and community policy-makers are cognizant of the racial perspectives and attitudes of their communities, it is unlikely remedial programs will be successful. The objectives of this study were to identify: 1. The extent of recognition of and concern for such problems in the Pacific Northwest, 2. Community attitudes toward proposed remedies, 3. Attitudes of community influentials toward desegregation, 4. Attitudes of professional educators and involved citizenry toward desegregation and community decision-making, 5. The extent to which various personal factors relate to attitudes toward proposed remedies, and finally 6. To evaluate various theoretical orientations toward the problems.

The study examined two theories. Social stratification theory predicted that among Whites prejudice and discrimination would go down as socio-economic class increased. Social relations theory assumed that caste is more important than class. Therefore, Whites and Negroes would be relatively homogeneous in racial perspectives along caste (color) lines regardless of socio-economic status.

The study encompassed three research projects. The first analyzed data from two surveys conducted in May, 1963, in Portland, Oregon. The samples contained 258 Whites and 82 Negroes. In October, 1964, a follow-up survey was conducted with 257 Whites and 290 Negroes. The second project was a questionnaire survey in July, 1966, by the University of Oregon School Desegregation Institute in Portland, Oregon, and Seattle, Washington. Approximately 100 interviews were conducted in each city with community influentials. The third project was a

questionnaire survey of institute participants' attitudes and behavior.

Results of the first two projects can generally be called complementary. The third project demonstrated only marginal applicability to the theoretical orientations and must be viewed as a special configuration from a select group.

The social stratification theory was incompletely supported when the general citizenry and community influential samples were compared. The general citizenry sample showed little support for the theory. A middle rather than lower class group was often the most prejudiced and negative toward desegregation. The community influential survey, which was more representative of the upper class than respondents in the general citizenry sample, revealed a relatively high degree of tolerance. The general conclusion, therefore, is that the highest socio-economic class Whites are most tolerant. This is not completely consistent with the theory which predicted that the higher a person's socio-economic class, the lower would be his degree of prejudice.

The social relations theory was generally affirmed. Negroes were extremely homogeneous in racial perspectives. Whites were more heterogeneous but separated by a sizeable gulf from Negroes.

Of the specific findings, a few appeared significant. Negroes, regardless of class, showed a much higher degree of involvement in school issues than Whites. Negroes strongly supported desegregation in principle and on specific policies even when such variables as high cost-conciousness were controlled. School boards and superintendents were perceived as prime agents for change by everyone except to some extent by themselves. City officials were not identified as influential in school issues by any group. Overall, Whites were strongly negative to desegregation principles and policies.

A substantial amount of literature supports the notions that attitude change follows behavior change, and that negative response to a proposed policy gives way to acceptance only as policy is implemented. These concepts could not be tested since no significant desegregation policy has been adopted in the Pacific Northwest. Recommendations are based on this study as it reflects nationwide data and developments.

47. McWhirt, Ronald Alfred. The Effects of Desegregation on Prejudice, Academic Aspiration, and the Self-Concept of Tenth Grade Students. University of South Carolina, 1967. 99p. 67-15,568.

The present study investigated changes in attitudes of students in a southern high school undergoing a change in its social structure from a racially segregated situation to a desegregated situation. Attention was given to changes in the self-concept, academic aspiration, and prejudice of the students.

One hundred and fifty-two 10th grade students from three high schools in the same city served as subjects. Thirty-eight Negroes and thirty-eight whites were chosen in the integrated school. These were compared with an equal number of whites and Negroes in segregated schools. The students were matched on the following variables: sex, age, intellectual level, socioeconomic level, family size, and level of aspiration (plans after high school). There was an equal number of males and females.

A Semantic Differential Rating Instrument was used to determine the attitudes of the students. The scale was presented at the beginning of the school year and again at the end. A subject's four evaluative ratings on the concepts used were summed for the pre-test session and again for the post-test session. A set of difference scores was obtained by subtracting pre-test scores from post-test scores.

Self-concept was defined as the sum of the four ratings given to the concept MYSELF and academic aspiration defined as the sum of the four ratings given to the concept GOOD EDUCATION. Prejudice was defined as the difference between the four ratings given to NEGROES and the four ratings given to WHITES.

A complex analysis of variance for a factorial design was used to estimate the proportion of variance due to each main effect and their interactions. The results were as follows:

Self-Concept: 1. Male students showed a more significant increase in their ratings of the concept than the females.

2. A second order interaction was found to be significant. In the integrated school, Negro females and white males increased more in their ratings of the self-concept than did white females and Negro males. In the segregated school, Negro males and white females increased more in their ratings of the self-concepts than did Negro females and white males.

Academic Aspiration: 1. White students in a segregated school and Negro students in the integrated school showed a more significant increase in their rating of a good education over eight months than did Negro students in a segregated school and white students in the integrated school.

Prejudice: 1. Students in the integrated school became more prejudiced for whites than did students in the segregated schools.

2. White students in a segregated school and Negro students in the integrated school became more prejudiced for whites than did Negroes in a segregated school and whites in the integrated school.

3. Negro females and white males became more prejudiced for whites than did Negro males and white females.

It was concluded that interracial contact was conducive in bringing about changes in the attitudes of the Negro students in the integrated school. It had little effect in bringing about changes in the attitudes of the white students. It was felt that the Negro students were seeking social approval more than the whites and therefore had to modify their behavior more than the white students. Another possible explanation was that the Negro students had a greater number of contacts with the white students. The small number of Negroes in comparison to the number of whites may have had little effect on the white students. Implications for further research were discussed.

48. Barber, Ralph W. The Effects of Open Enrollment on Anti-Negro and Anti-White Prejudices among Junior High School Students in Rochester, New York. The University of Rochester, 1968. 143p. 68-15,871.

The purpose of this study is to investigate the question of whether limited desegregation in a predominantly white public school has

any effect on students' anti-Negro/anti-white prejudices.

The basic question posed in this investigation was this:

Is there a difference between the attitudes of Negro and white students toward each other in non-segregated as opposed to segregated schools?

Subjects of this research were two hundred eighth grade students in School A, the open enrollment school and predominantly white, School B, an inner city school and predominantly Negro, and School C, a suburban all-white school. One hundred students responded to the questionnaire in School A. Fifty students were questioned in each of the other schools.

In order to measure differences between racial attitudes of segregated and non-segregated students the respective student populations had to be "like" groups. For this reason students from the same neighborhoods and generally the same socioeconomic status were tested and interviewed.

Specifically, then, the Negro open enrollment students at School A (outer city) live in the same neighborhood and under the same conditions as do the Negro students who attend School B (inner city). In like manner the white students in School A live in the same neighborhood and under the same conditions as do the white students in School C (all-white, suburban).

The general hypothesis related to the main question was tested by the use of chi square.

This study indicates that there is a difference between the attitudes of Negro and white students toward each other in non-segregated as opposed to segregated schools.

In answering the student attitudinal questionnaire School C's white respondents answered almost every item more empathically than School A's white respondents. Differences were also apparent between the responses of School B's Negro students and School A's Negro students. The former revealed less distrust for students and somewhat higher levels of self-esteem.

The student interview data underline the emotionality which has been present in the context of School A's open enrollment from its beginning. Intense racial feelings have been experienced by both Negroes and whites. The presence of race appears in some cases to have precipitated these disputes which in turn cause resentments on both sides and tend to be residual in nature.

As might well have been expected some white teachers felt threatened by inner-city Negroes. Their reactions, as guarded as some of them were, tended to reinforce the white student's (sic) anti-Negro feelings.

Cross-sectional responses to the Parent Questionnaire from parents living in the School A community indicate a bitter and resentful opposition to open enrollment.

Counterbalancing these negative findings are evidences of racial harmony. Interracial friendships have occurred; middle class whites have begun to feel a commitment to help ghettoed children; Negro and white students are learning to view each other as individuals; Negro and white students occasionally demonstrate an understanding of each other's problems, and an interracial student club, formed by students, may, hopefully, cement in common bond the leadership elements from both groups.

Conclusions: (1) Negro students at School A have felt threatened by the white community generally and by white students specifically. (2) White students at School A have felt threatened by the appearance of Negroes in terms of social-class consciousness. This is also true of some white teachers and some members of the community. (3) The benefits from the open enrollment program at School A can already be seen in terms of a greater social awareness of the problems of the inner-city student and a richer understanding between individuals of both races. This progress has been painfully slow and will continue to be so. (4) There was no easier way to start an open enrollment program at School A. Any other method probably would have been greeted with the same hostility.

Teachers and School Administrators

49. Nelson, Constance B. An Exploratory Study of Change in Teachers' Attitudes Toward Intergroup Relations in the Classroom During the First Year of Desegregation in The Kansas City, Missouri, Public Schools. University of Missouri at Kansas City, 1958. 471p. 67-10,106.

As an increasing number of social scientists have pointed out, the process of desegregation in the public schools presents a rare opportunity for basic social science research. Whereas it has been illegal in seventeen border and southern states for white and Negro children to attend the same schools, now in many communities it is legal for them to do so.

In March, 1955, the Kansas City, Missouri Board of Education implemented the 1954 Supreme Court decision by announcing that all of its schools would be desegregated as of September 1, 1955. Here was a clear-cut change in administrative policy which would bring about changes in local schools and in individual classrooms. One might say that a desegregated classroom would be a "ready-made social laboratory" where one might study what happens when people of different races meet and begin to work together.

This study focused on the teacher who was assumed to be one of the key persons in such a transitional period. Since he was in close touch, not only with students but also with other teachers, parents, and many persons in the larger community, it seemed evident that his attitudes would be important in determining how desegregation of schools might work out.

This was an exploratory "experimental" study, testing in the fall and in the spring (with both quantitative and qualitative instruments) teachers' attitudes toward intergroup relations in their classrooms during the first year of desegregation in the Kansas City, Missouri, public schools, 1955-56. The subjects were 114 teachers of both white and Negro races who taught in the first and sixth grades. The "control group" was composed of those teaching in segregated classrooms; the "experimental group," those teaching in desegregated classrooms. This study seeks to explore two questions: 1. Will there be change in teachers' attitudes toward intergroup relations in their classrooms during this first year of desegregation? 2. What are some of the socio-psychological correlates of this change or lack of change in attitudes?

The major hypothesis of this study was that there would be a significant difference in desegregated and segregated teachers' change in attitudes toward intergroup relations in their classrooms. This hypothesis, tested with the "Intergroup Relations Test," was confirmed. The nature of this difference was that more of the desegregated teachers became "inconsistent" in their attitudes during the year and their actual change scores were higher than were those of the segregated teachers. It was not concluded that desegregation operated automatically "out there" to effect change "within" the teacher. Rather, it was suggested that the "induced force" of desegregation had interacted with

the teachers' "own forces" (i.e., values, concept of the teacher's role, etc.), and immediate classroom "situational" factors (here, the three intergroup problem areas built into the test), to bring about such change. It seemed feasible that a break-up in former attitudes had begun and that clarification and in-service training during such a transitional period might help toward more "favorable" attitude change. It was postulated that many conditions reported in the literature to facilitate "favorable" attitude change were probably not present during this first year of desegregation.

The four secondary hypotheses concerned the relationship between attitude change and selected socio-psychological variables: grade-taught, race of teacher, "authoritarianism" (Fall "F" score), and age, years-taught, and mobility of the teacher. With few exceptions, these variables were shown to be not significantly related to attitude change in this study.

Utilizing qualitative data from interviews, which were held with a representative sample of the teachers, several hypotheses were suggested for further research. It was postulated that such interpersonal variables as equal-status contacts (made possible by integrating faculties), strong local administrative support, and favorable group norms at the local level may be important concomitants of "attitude change," as compared with the relatively "static" socio-psychological variables studied here.

50. Koepper, Robert Christian. Psychological Correlates of Teacher Attitudes Toward School Desegregation. George Peabody College for Teachers, 1966. 166p. Adviser: Dr. Sam P. Wiggins. 66-11,231.

Statement of the Problem: The primary purpose of this study was to investigate the nature of the relationship between the expressed attitudes of teachers toward school desegregation and selected personality traits. The secondary purpose of the study was to determine what effect professional contacts with desegregated school situations, or the lack of them, had upon teachers' expressed attitudes toward school desegregation.

Design of the Study: The expressed attitudes of teachers toward school desegregation were measured by an instrument prepared for the study. The measure contained twenty-seven items concerning several factors of school desegregation. The personality traits studied were the authoritarian syndrome, measured by the Authoritarian F-Scale, general personality adjustment measured by the Ego Strength Scale, and the subjects' perception of human nature, measured by the Philosophies of Human Nature Scale. A sample of 208 teachers from two urban school systems returned the instrument. One urban system was located in a southern state, Location A, the other in a border state, Location B.

To study the nature of the relationship between teacher attitudes and personality traits, a coefficient of correlation was computed between each set of variables. The t-test was used to analyze differences in mean scores between various sample groups.

Results: The correlation analysis indicated that small but dependable relationships existed between each of the psychological variables and the Teacher Attitude Inventory (TAI). A consistent and significant negative correlation was found between the TAI and the authoritarian measure. The correlations of the TAI and the Ego strength Scale indicated a consistent and significant positive relationship between the two variables. The measure of teacher attitudes was also positively correlated to the Philosophies of Human Nature Scale, two of the coefficients proving not to be significant although the other three were significant at or beyond the 1 per cent level.

Previous experience in desegregated school situations was accompanied by more favorable attitudes toward school desegregation. Those indicating such experience scored significantly higher than those who did not. However, when the scores of the Negro teacher sample were not included, the difference was no longer significant between the two groups. The total sample produced a nonsignificantly higher mean score for those in desegregated classes at the time of the study. When controlled for Negro teachers' scores, the difference in mean scores on the TAI was significantly higher for the same group. A nonstatistical comparison of mean scores on the TAI for the sample subgroups indicated higher scores tended to accompany greater contact with desegregated teaching situations.

There was no significant difference in mean scores on the TAI when the sample was classified by sex, instructional level, and years of teaching experience. The Negro teachers scored significantly higher on the TAI than did the white teachers. The subjects in Location B scored significantly higher than those in Location A.

Reaction to the TAI items revealed several areas of concern to the teachers. The greatest concern of the sample that responded seemed to be about the nature of interpersonal relations in a desegregated class or faculty.

Conclusions and Suggestions: The study suggested that the expressed attitudes of teachers toward school desegregation, as measured in this study, are related in a definite and predictable manner to the selected personality traits. Where feasible to do so, a profitable step would appear to be the comparison of teachers' expressed willingness to be part of a desegregated school situation with the personality factors studied. Where the two variables are in serious conflict, caution would be warranted before placing a teacher in a position of leadership in school desegregation.

The more favorable attitude of the teacher experienced in a desegregated school situation appears to make this teacher a likely asset in school desegregation efforts. However, since there is a range of attitudes within this group, information on the expressed attitudes and personality traits should be included in the decision to place teachers experienced in desegregation in positions of leadership.

Special efforts appear warranted in the training of teachers for school desegregation. An understanding of the personality factors involved in interracial attitudes would seem essential. Preparation

for interpersonal relations with persons of other racial, cultural, and socio-economic groups also seems to be indicated.

51. Dewing, Rolland Lloyd. Teacher Organizations and Desegregation, 1954-1964. Ball State University, 1967. 275p. Adviser: Lester F. Schmidt. 68-1992.

This dissertation analyzes the pattern of reaction of the National Education Association and the American Federation of Teachers to desegregation of their own southern affiliates and their overall attitude toward the issue. Although the 1954-1964 period is emphasized, the two organizations are traced back to their origins so their actions can be fixed within an historical framework. In order to understand better NEA desegregation policy, one chapter is devoted to an analysis of the position of NEA state affiliates in the South. Although many sources were used, heavy reliance is placed upon the official addresses and proceedings and newspaper accounts. Most of the newspaper information was drawn from Facts on File, obtained from the Southern Education Reporting Service.

The tactics of the NEA and the AFT in regard to desegregation were consistently within the pattern of the development and membership composition of the two organizations. In the larger NEA, male administrators dominate an organization containing a majority membership of women elementary teachers. Its major strength has been in the more conservative southern and western states. All important NEA policy is formulated through a representative assembly which removes direct voting privileges from individual teachers. The AFT originated when classroom teachers linked themselves with organized labor to protect their interests from the inroads of superintendents and school boards. Consequently, AFT strength has centered in the northern industrial centers. Minority groups--Catholics, Jews and Negroes, have provided most of the membership. The influence of administrators over AFT policy was virtually nonexistent. AFT members may vote directly on controversial issues through the referendum.

Because of its large proportion of minority-group membership and its practice of direct democracy, the AFT moved quickly to desegregate its dual affiliates and strongly support the rapidly magnifying civil rights movement. By 1957 the Federation had desegregated or expelled all of its segregated affiliates. The NEA plans to finish this task by 1969.

Fear of losing its large southern constituency and the desire to get southern support for federal aid to education represent key factors in determining the NEA's deliberate pace. The classroom teachers of all sections consistently showed a greater willingness to support desegregation than the administrators and official staff of the NEA which effectively retraded a more militant course of action. When the NEA convention overrode its leaders to support desegregation, the threatened mass exodus of southern members did not occur. Southern education officials' lack of support for desegregation can be explained by their traditional close relationship with state governments

which control most public school legislation. Also, under the "separate but equal" system white educators controlled the key jobs and unfairly syphoned off a disproportionate share of the school funds. Accordingly, the Negro associations in the South firmly and consistently supported a strong civil rights policy.

The AFT attempted to woo southern Negro teachers away from the NEA on the basis of its civil rights record. But the attempt failed because of lack of union prestige in the region and the Negro's insecure tenure. However, the AFT's stance on civil rights did help it considerably in its collective bargaining victories in the urban areas of the North.

When the federal government granted direct federal aid to students and bypassed the state governments, the NEA quickened its desegregation pace. Nevertheless, American public education is faced with a growing schism between urban teachers and rural NEA supporters. Merger is the logical solution. This will require two basic compromises. The AFT must agree to give up its affiliation with organized labor and the NEA must consent to exclude administrators.

52. Ruby, Donald Warren. Problems of Metropolitan School Districts as Viewed by Superintendents. The University of Nebraska Teachers College, 1968. 107p. Adviser: Ward Sybouts. 68-18,058.

The purpose of the investigator was to study metropolitan school districts to determine whether there were problems common to metropolitan areas. If these problems existed, their extent and frequency needed to be studied.

The investigator thoroughly examined books, periodicals, dissertations and other articles written by experts on the subject of adequate or ideal school districts as well as on the development of megalopolitan areas. Particular attention was focused on large school districts as they were affected by the "exploding metropolis."

An instrument, containing twenty items, was developed which was used as the basis for telephone interviews with superintendents. Before the instrument was administered, a trial interview was conducted with a superintendent not involved in this study.

A table of random numbers was used to select twenty-four central city school districts from the forty-seven metropolitan areas of over 500,000 population within the continental limits of the United States. A letter was sent to each of these twenty-four selected superintendents requesting his participation in the study via taped telephone interview. This letter first served as an explanation of and the scope of the problem under investigation. Second, the letter established anonymity as to the source of the specific data. If this could be established, it was felt that a more realistic appraisal of problems would be reported.

Twelve central city school superintendents responded to the letter and were interviewed via taped telephone contact. A grid system was employed to determine the extent and frequency of problems identified by the superintendents. This method suggested types of problems that were likely to appear singly or in related groups.

De facto segregation was placed high on the list of problems which related to instruction. This problem was intensified by the flight to the suburbs of the affluent middle-class white people. This movement of people created a vacuum in the central city with its "characteristic decay." The vacuum was filled by an influx of Negro and other minority ethnic groups. This increasing percentage of culturally deprived people in the district experienced difficulty in adjusting to the existing educational system of the central city school. Consequently, an expanded program, or one of a completely different type, needed to be developed because of the influx of people with few or no salable skills. Difficulty was encountered in an attempt to provide qualified personnel and adequate finances for the special needs for these new programs.

The problem of professional negotiations was of recent origin in most districts. In districts which negotiated with their teachers, professional teachers' organizations were the most numerous. However, unions were not uncommon in the field of teacher negotiations.

Superintendents reported a rapid turnover of teachers and a shortage of teachers particularly at the elementary level necessitating vigorous annual recruitment procedures. Problems of obtaining qualified urban administrators plagued most superintendents.

Most of the districts reported that their fiscal problems were unique and peculiar to their situation. The differences in state laws under which school districts operated contributed to the differences in the problems on school finance. The problem of allocation of their limited funds as well as ear-marked federal money created their share of problems.

Superintendents, in general, agreed that problems emanating from the federal level consumed a great deal of their time. The most perplexing of these problems dealt with Supreme Court rulings which resulted in law suits, regarding de facto segregation, being brought against several districts.

53. Zamoff, Richard Bruce. Elementary School Teachers as a Source of Support for or Resistance to a Program of Quality Desegregated Public Education. Columbia University, 1968. 196p. Adviser: Professor Sloan R. Wayland. 69-683.

The study investigates teacher support for or resistance to a program of quality desegregated public education in Mill City, a metropolitan community in the Northeast. It involves the analysis of teacher satisfaction with educational services and teacher attitudes toward educational change and Negro students. The central purpose is to uncover the interrelationships among these variables, and thereby to improve educational planning in a desegregated educational setting in both the community under consideration and in other communities ready to consider the issue of school segregation.

The research hypotheses concern the awareness of school desegregation proposals and perceptions regarding their implementation, support for educational change, avoidance of the issue of school segregation and the terms in which it is confronted, attitudes toward Negro students,

the influence of teaching location and residence on satisfaction with educational services and on attitudes toward educational change and Negro students, and the influence of teaching location on teacher certification, tenure, and experience.

Data were collected from mailed questionnaires and group interviews. The questionnaires were designed to obtain basic demographic data that had not been collected by the Mill City public school system as well as vital attitudinal data. Teacher interviews explored the priority and history of desegregation plans in Mill City, reasons for desegregation, methods of desegregating, and the role of parents and teachers in the desegregation process.

Critical to the analysis of the data is the development of three indices intended to provide summary measures of satisfaction with educational services, favorableness toward educational change, and attitudes toward Negro students. The group interviews are analyzed by means of a general content analysis, and all data are analyzed to discover which variables are predictive of differences in satisfaction with educational services, and of differences in attitudes toward educational change and Negro students.

It was found that teachers who oppose educational change are less aware of school desegregation proposals being considered for implementation in their own system and show more negative attitudes toward Negro students than teachers who favor educational change. Teachers who are satisfied with educational services offer less support for educational change and are more likely to avoid the issue of school segregation than teachers who are dissatisfied with educational services. Teachers who are satisfied and dissatisfied with educational services, who support and oppose educational change, and who show and do not show negative attitudes toward Negro students are equally likely to view mass transportation as synonomous with school desegregation.

Teachers in desegregated schools show less satisfaction with educational services and more negative attitudes toward Negro students than teachers in either Negro segregated or white segregated schools. Teachers who are residents of the community are less likely to show negative attitudes toward Negro students than teachers who do not reside in the community. Teachers in white segregated schools are more likely to be certified, to have tenure, and have more years of teaching experience than teachers in desegregated and Negro segregated schools. All teachers are more likely to name Negro segregated than desegregated or white segregated schools as ones in which pupils are shortchanged.

These and other less significant conclusions are summarized and an attempt is made to assess the comparative strength of the associations that have been observed. The implications of all conclusions are considered along with their sociological and educational significance. Problems related to specific conclusions are identified as worthy of future inquiry. Comments are directed toward facilitating the meaningful desegregation of public schools.

54. Hulsey, John Adler, Jr. A Study of Certain Aspects of Faculty Desegregation in Georgia. University of Alabama, 1969. 158p. 70-9358.

The purpose of this study was to investigate certain aspects of faculty desegregation which might assist educators who plan for the desegregation of secondary school facilities.

The population studied consisted of 260 Negro and white teachers in ten high schools located in the State of Georgia where faculty desegregation had occurred. The study was conducted in three stages: first, the selection of ten high schools currently undergoing faculty desegregation; second, the collection of data obtained through questionnaires sent to the teachers; and third, the scoring and analyzing of these data.

The conclusions which arose from this study appear below:

1. Most of the 260 teachers surveyed were products of segregated schooling.
2. The teachers surveyed indicated that a genuine acceptance of co-workers who are racially different was important for teachers in a desegregated faculty.
3. The impact of mispronounced sensitive words on racially different students was viewed important by Negro teachers but not important by white teachers.
4. To elicit student participation in the classroom was ranked highest among white teachers and slightly less by Negro teachers.
5. The Negro teachers, slightly more than the white teachers, considered that a weakness in faculty desegregation was the failure of the principal to assign teachers to extra-class activities without regard to race.
6. Teachers of both races indicated that an accepting attitude by parents was important in facilitating adjustments of teachers who are assigned to desegregated faculties.
7. All of the teachers surveyed held college degrees.
8. Teachers of both races indicated that principals should not give preferential treatment to teachers based on race.
9. Teachers of both races considered it important for teachers to share information and teacher material with racially different co-workers.

On the basis of the conclusions of the study, the following recommendations are made:

1. That the schools and colleges of education consider assigning student teachers to public schools with desegregated faculties. It is further recommended that the universities and colleges consider employing professors of a different race in their teacher education program.
2. That administrators develop a sensitivity training program as part of the re-education of those teachers facing faculty desegregation.
3. That teacher education programs and in-service programs be designed which would prepare teachers who are capable of eliciting the participation of all the students in the classroom.

4. That administrators make the school both interracial and intercultural rather than an extension of the white world.
5. That the administrators should set the tone to give the parents status.
6. That the local boards of education formulate and state a plan for implementing faculty desegregation on an objective and impartial basis.
7. That the administrators solicit the aid of an advisory committee in appointing committees, establishing rules and regulations, and assigning out-of-class activities.
8. That administrators should provide opportunities for teachers to plan and work with teachers who are racially different.
9. That this study be replicated in other states in an effort to gather information concerning certain aspects of faculty desegregation.
10. That consideration be given to those aspects of faculty desegregation as perceived by students in schools with desegregated faculties.

55. Nowell, Willis Cullen. The Effectiveness of the Learning Resource Teacher as a Treatment Component of Elementary and Secondary Education Act, Title I, Programs for Culturally Disadvantaged Children. The University of Tennessee, 1969. 167p. Adviser: A. Paul Wishart. 70-2129.

The general purpose of this investigation was to determine the effectiveness of an ESEA Title I treatment program designed for culturally disadvantaged children. Specifically, the purpose of this study was to determine the effects of a learning resource teacher on academic achievement scores for nine population subgroups on four independent variables: reading, word knowledge, arithmetic computation, and arithmetic problem solving.

A random sample of 339 subjects was selected from 34 elementary schools serving poverty areas of Metropolitan Nashville-Davidson County. The sample group was divided on the bases of sex and race. Eight population subsets were formed in addition to the total sample. Pre- and post-achievement measures were obtained for the first year when subjects were not exposed to treatment. Pre- and post-achievement measures were obtained the second year when subjects were subjected to treatment. All achievement measures were obtained by the administration of Forms A, B, and C of the Metropolitan Achievement Test administered by school psychologists and guidance counselors. Intelligence levels were determined by the use of the Otis Intelligence Test in the spring of the first year of the study. Analysis of variance and analysis of covariance were employed to determine the significance of differences between treatment and control groups at the 0.05 level of confidence. Intelligence was treated as the covariate. The data for each of the MAT areas were analyzed for the entire group and for eight population subgroups. For each of the MAT measures, the total sample was analyzed using a 2x2x2 (race x sex x treatment) factorial analysis of variance. Each of the

population subsets was subjected to the appropriate race x treatment, sex x treatment, or treatment only analysis of variance. This series of analysis was then repeated with I.Q. scores being used as the covariate in a series of analysis of covariance.

Results of the study were presented in 111 tables. Tables depicting analysis of variance, analysis of covariance, and means and standard deviations were prepared for the nine population subgroups for the four academic achievement variables: reading, word knowledge, arithmetic computation, and arithmetic problem solving. For reading and word knowledge, differences were found between treatment and control groups. In all cases where differences existed, they could be accounted for by mean gain scores of White subjects. For arithmetic computation and arithmetic problem solving, those differences between treatment and control groups significant at the 0.05 level were attributed to Negro subjects.

From these data, it appears that the treatment program was successful as designed. All subjects demonstrated gain scores for the treatment period; although in some isolated cases, gain scores for treatment groups were less than for control groups. The learning resource teacher apparently affected an increase in academic achievement of culturally disadvantaged children. Differences in the rate of achievement for Negro and White subjects on the four variables could not be accounted for on the basis of these data.

There was the fact that many Negro subjects were experiencing integrated programs for the first time and were facing White middle-class teachers who may or may not have been successful in communicating with Negro subjects. The reverse was also true with White subjects facing Negro teachers for the first time in their school experiences.

Learning resource teachers were added to traditionally organized programs, and the effects of a conservative faculty group could not be determined from this investigation. With certain modifications, this treatment program would warrant replication.

56. Baxter, Albert Sidney. Status and Characteristics of Displaced Negro Teachers in Arkansas, 1954-1968. University of Arkansas, 1970. 135p. Adviser: R. K. Bent. 70-26,227.

The problem was to study and to identify what happened to Negro teachers in Arkansas public schools at the time of or during the process of desegregation in the districts which employed them, and to study the academic preparation and teaching experiences of these Negro teachers.

The Procedure: The Annual Report of the County Supervisor of Schools of each of Arkansas' bi-racial districts was studied in order to identify the desegregated districts and to establish the year in which each desegregated. Conferences were held with officials of the State Department of Education in order to verify the accuracy of these data. Further verifications of the data were supplied by Arkansas newspaper articles and by the Southern Education Reporting Service.

All districts identified in this manner were visited, and one or more displaced and/or retained Negro teachers was interviewed wherever possible. One-hundred and seventeen interviews were conducted with Arkansas Negro secondary and elementary teachers in sixty-three Arkansas bi-racial districts in forty-four counties. The data were reported alphabetically by county in tabular form.

Research Questions: Question 1. To what extent have Negro teachers been displaced in desegregating districts in Arkansas?

Question 2. To what extent was sex related to the displacement of Negro teachers in desegregating districts in Arkansas?

Question 3. To what extent were age and total number of years of teaching experience related to the displacement of Negro teachers in the desegregating districts in Arkansas?

Question 4. To what extent was academic training related to the displacement of Negro teachers in the desegregating districts in Arkansas?

Question 5. To what extent was academic training related to his or her displacement in the desegregating disticts in Arkansas?

Question 6. What are the provisions of state and Federal laws regarding the retention and/or displacement of teachers in desegregating school districts?

Question 7. Should measures be employed to insure non-discriminatory practices in the retention of teachers in desegregating school districts?

Question 8. How is the rate of Negro pupil desegregation related to the displacement of Negro teachers in the desegregating school districts.

Findings: 1. Race appeared to be a major factor in the displacement of a large number of Arkansas' Negro public school teachers during the period under study, 1954-68.

2. Male Negro public school teachers were displaced at a higher rate than were females.

3. Age and number of years of teaching experience were not related significantly to Negro teacher displacement.

4. Academic training was not related significantly to displacement of Negro teachers in Arkansas during the period under study.

5. The rating of the college from which Negro teachers earned degrees was not related significantly to the displacement of Negro teachers in Arkansas during the period under study.

6. Arkansas has no laws regarding teacher retention which are designed to insure non-discriminatory practices in the retention of teachers in desegregating districts.

7. Federal laws regarding non-discriminatory practices in the retention of teachers in desegregating districts are adequate, but need more objective and uniform enforcement.

8. Negro teacher displacements increased as Negro pupil desegregation increased during the period under study.

9. Retained Negro teachers generally were assigned to "short contact positions" in the desegregated school or assigned teaching positions in the schools in the district which remained all-Negro during the period

under study.

10. Twenty-two desegregating districts displaced all of their Negro teachers during the period under study.

11. Four school districts retained all of their Negro teachers during the period under study.

12. Seven Negro-majority districts desegregated during the period under study.

13. The hiring of Negro teachers in desegregating districts for desegregated teaching positions was virtually at a standstill during the period 1954-1968.

57. Pickhardt, Carl Emile III. Perceptions by Self and Others of Female Black and White Teachers from Segregated and Desegregated Schools Before and After a Six Week Training Institute. The University of Texas at Austin, 1970. 154p. Adviser: Melvin P. Sikes. 71-172.

This study investigated some self-described and other-perceived psychological differences between three groups of female teachers at the beginning and end of a six-week summer skill training and interracial sensitivity institute. The three teacher groups were: white teachers entering the institute from desegregated schools, black teachers entering from desegregated schools, and black teachers entering from segregated schools. All 65 teachers included in the study were employed in rural, majority Negro district, East Texas schools.

Three major psychological dimensions--Assertiveness, Self-esteem and Anxiety--which were considered critical in differentiating self-perception and role behaviors among this sample of teachers in an interracial contact situation were operationalized in terms of two dependent measures . The Veldman-Parker Adjective Self-Description (ASD), developed from a factor analysis of the Gough Adjective Checklist, was administered before and after the institute to assess self-described personality characteristics. The Participant Rating Form (PRF), a set of behavior ratings of personality characteristics similar to those assessed by the ASD, was filled out on each teacher by their institute group leader at the end of the six weeks.

Major hypotheses of the study were: 1) that for all teachers self-esteem and assertiveness would increase pre- to post-institute, while anxiety would decline; 2) that the two groups of desegregated teachers would be higher on self-esteem and assertiveness and lower on anxiety than the single group of segregated teachers; and, 3) that the three groups of teachers could be discriminated on the basis of their ASD and PRF score profiles.

Major findings were as follows. The first hypothesis was partly confirmed by a groups by trials analysis of variance of the pre- and post-ASD scores indicating a significant increase in self-esteem for all groups but with no increase in assertiveness and no reduction in anxiety. The second hypothesis was not confirmed, but two single classifications analyses of variance for the three teacher groups on pre- and post-ASD scores did yield significant differences. The two

groups of desegregated teachers were significantly higher on anxiety than the segregated group, while the two groups of black teachers were significantly higher on self-esteem than the white group. No differences among the three groups on assertiveness was found.

The third major hypothesis was confirmed. Three multiple discriminant analyses indicated that the three teacher groups could be significantly discriminated on the basis of their pre-ASD, post-ASD, and PRF score profiles. The ASD discriminant dimensions were both characterized by by a strong esteem, low assertiveness, and high social warmth. Both groups of black teachers were higher on this dimension than the white group. The PRF discriminant dimension was characterized by a high confidence associated with assertive behaviors that would tend to support that appearance of confidence. The white teacher group was higher on this dimension than both black teacher groups.

There are two major implications of this study. First, the racial tensions which are present in a desegregated school, and absent from a segregated one, apparently may raise anxiety among desegregated teachers over segregated teachers when both groups enter a subsequent racial contact situation. Second, although black subjects may have a higher felt self-esteem in a racial contact situation than white subjects, a higher assertiveness among the white subjects may create the appearance of more confident behavior.

58. Radcliffe, Ruth Willis. A Study of Teacher, Principal Responses Relative to the Education of Children in Six Selected Newly Integrated Schools in Kentucky. University of Kentucky, 1970. 108p. Adviser: Dr. James Moore. 71-8596.

In 1966 the revised guidelines of the U.S. Department of Health, Education and Welfare set forth the purposes of the Civil Rights Act as they applied to school integration. The following year acceleration toward complete integration occurred in all Kentucky school districts which had not already eliminated the dual school system. Many such districts moving into complete school integration for the first time did so with little preparation of the school personnel who would be primarily responsible for a successful transition to a new social situation for both teachers and children.

The purpose of this study was to investigate opinions and attitudes of teachers and principals relative to the education of childrer in selected newly integrated elementary schools. The study was limited to six selected elementary schools in small independent districts in Kentucky. Each of the schools, at the time of the study, was in the first year of total integration having experienced a large increase in Negro student enrollment.

Procedure: Through the use of an opinionnaire, an investigation was made of certain teacher attitudes, extent of teacher preparation for integration, the availability and use of crosscultural materials, and teachers' opinions concerning children of different races. Areas

for investigation were selected as they related to the purposes of the study. Interviews conducted with principals dealt with questions on integration-related problems which concerned the school as a whole. Questions about staff, academic school standards, special considerations for Negro children, discipline, and advice to other principals were included in the interviews.

Findings revealed that no preparation had been provided for teachers in the sample before integration and that teachers professed to show no racial prejudice in the classroom. Teacher responses indicated that reference to race, discussion of racial differences and encouragement of interracial friendships between the sexes should be avoided.

Teachers reported almost three-fourths of the Negro children and one-fourth of the white children below average academically. Larger percentages of Negro children than white children were considered discipline problems. No special instructional methods effective with Negro children were suggested. Communication with members of another race was reported to be a problem for teachers but not for children. Almost two-thirds of the teachers reported feeling fairly successful with working with children of another race. Responses of Negro teachers and white teachers differed in the following areas:

a. differences seen in white and Negro children
b. attitude toward school integration
c. attitude toward interracial friendships
d. interest in acquiring interracial materials
e. degree of reference to race in the classroom

Principals in all six schools in the study experienced common problems unique to newly integrated schools. The cooperation of personnel in the school system and the help of a Negro liaison person were considered by principals to be important to successful school integration. Emphasis was also placed on a positive personal attitude on the part of principals and teachers. None referred to interracial understandings in the classroom as important.

Implications: Reluctance to discuss racial differences implied that teachers and principals looked upon race as shameful or something too embarrassing to mention and a strong tendency to avoid controversial topics resulted in a lack of awareness of the problems confronting Negro children in a newly integrated situation.

Teachers were placed at a disadvantage professionally because of lack of preparation for integration but adjustments to new social conditions, new academic standards and to difficulties in communication were required of Negro children to a greater degree than of others.

Recommendations: Extensive in-service and/or preservice teacher preparation is indicated in order that teachers be properly prepared to work effectively and realistically in newly integrated groups. Preparation for teachers should include learning about crosscultural materials, developing an understanding of communication difficulties which exist between teachers and children of different races, and gaining information regarding the backgrounds and life patterns of various cultural groups including the teachers'. Preparation should also include activities in the affective domain which will develop in the teachers greater understanding of underlying causes of children's behavior and of their own behavior and greater sensitivity to the ways children feel about themselves and others.

59. Forguson, Ronald Ersel. Attitudes of Auburn University Intern Teachers Toward Negroes, School Desegregation and General Ethnocentrism. Auburn University, 1971. 123p. Adviser: J. Foster Watkins. 72-12,673.

The major purpose of this investigation was to ascertain whether or not the unique setting which occurred at the beginning of the 1970-71 school term would have the effect of changing attitudes of Auburn University intern teachers toward Negroes and school desegregation. The study focused around the examination of current attitudes of Auburn University intern teachers toward Negroes, school desegregation, and general ethnocentrism. The study also ascertained linkages between certain personal variables, situational variables and expressed ethnocentric and segregationist attitudes.

The basic research questions of this study involved the measurement and analysis of difference in group attitudes toward Negroes and school desegregation (Kinnick D Scale) and general ethnocentrism (California E Scale). These questions, posed as null hypotheses for statistical purposes, were stated as follows:

HO_1 Attitude scores of selected white Auburn University intern teachers will not differ significantly when the scores of subjects tested prior to the end of the 1969-70 school term are compared to the scores of subjects tested after the beginning of the 1970-71 school term.

HO_2 Attitude scores of selected white Auburn University intern teachers will not differ significantly when the scores attained prior to the internship experience are compared to the scores attained after the internship experience.

HO_3 Attitude scores collected prior to the internship experience of selected white Auburn University intern teachers will not differ significantly when selected personal characteristics of the subject are considered.

HO_4 Attitude scores collected after the internship experience of selected white Auburn University intern teachers will not differ significantly when selected situational characteristics of the internship experience are considered.

Failure to reject the first two stated null hypotheses confirmed that in spite of the massive desegregation which occurred summer, 1970, there was no significant difference in attitudes toward Negroes, school desegregation or general ethnocentrism when scores of spring quarter interns were compared to scores of fall quarter interns and that there was no significant change in attitudes during the period of time represented by the intern teaching experience. Rejection of the last two stated null hypotheses indicated that attitudes toward Negroes, school desegregation, and general ethnocentrism are significantly related to selected personal characteristics of the interns and situational characteristics of the internship setting.

Achievement

Elementary Levels

60. Anderson, Louis Valentine. The Effects of Desegregation on the Achievement and Personality Patterns of Negro Children. George Peabody College for Teachers, 1966. 157p. Adviser: Clifton L. Hall. 66-11,237.

The purpose of this study was to assess the immediate effects of school desegregation on the achievement and personality patterns of Negro children. The effects of desegregation were broadly construed to mean any consequents for the Negro child that could be imputed to attendance at a school of racially mixed composition.

Subjects for the study were 150 Negro students in the fourth, fifth, and sixth grades of the public schools of Nashville, Tennessee. Seventy-five of the subjects were selected from five desegregated schools, and the same number from three segregated schools. The segregated and desegregated schools were deemed equivalent with respect to tangible factors.

Individual students in the contrasted groups were carefully matched with respect to age, grade, grade progress, third grade IQ scores, and intactness of family. It was also demonstrated that the groups were equivalent with respect to second grade achievement measures.

Achievement criterion measures were scores on the Elementary and Intermediate Batteries of the Metropolitan Achievement Tests. Personality criteria were component scores on the California Test of Personality.

A review of empirical and theoretical evidence did not provide sufficient basis for the formulation of directional research hypotheses. Major tests of hypotheses related to the determination of differences between the contrasted groups with regard to achievement, personal adjustment, and social adjustment. The placement factor, attendance at a segregated or desegregated school, was regarded as a "treatment." Additional analyses were conducted to determine if such differences as did obtain were differential with respect to specified characteristics of the desegregated population. All hypotheses were tested at the 5 per cent level of confidence.

The academic achievement of Negro students in desegregated schools was found to be significantly higher than that of their counterparts in segregated schools. The gain for students in desegregated schools was not significantly related to sex, intactness of family, or level of measured intelligence. The proportion of Negroes in the desegregated schools varied from 8 to 33 per cent. Students in all five desegregated schools had higher mean achievement scores than did their counterpart groups. Differences in the amount of gains could easily be attributed to chance.

Grade at entry into desegregated schools was significantly related to the tendency to profit academically from attendance at desegregated

schools. Children entering desegregated schools in the first two grades had a mean achievement score substantially higher than that of their segregated counterparts. The gain for those entering in third and fourth grades was more modest. Students entering desegregated schools in the fifth and sixth grades achieved somewhat less well than did their segregated counterparts.

Negroes in segregated and desegregated schools did not differ with respect to level or pattern of Personal Adjustment. Nor did they differ with respect to any of the components of Personal Adjustment.

The contrasted groups did not differ with respect to Social Adjustment. On one of the component scales a significant difference did obtain. Negroes in desegregated schools evidenced more marked anti-social tendencies than did Negroes in segregated schools. This single difference could have easily happened by chance.

A test of the effect of desegregation on measured intelligence was necessarily restricted to a sample of twenty pairs of students. These pairs were almost exactly equivalent at the time of a third grade testing. As of the fifth grade testing, the desegregated group had a significantly higher mean IQ.

This study was specifically concerned with the effects of desegregation in one community. If its findings are to have meaning, their validity must be checked in a wide variety of communities and circumstances. Studies must also be designed to assess systematically the why as well as the what with respect to outcomes.

61. Lockwood, Jane Durand. An Examination of Scholastic Achievement, Attitudes, and Home-Background Factors of Sixth-Grade Negro Students in Balanced and Unbalanced Schools. The University of Michigan, 1966. 111p. 67-8303.

The purpose of this study was to discover if there are significant differences in achievement, self-concept, and attitudes toward schools between Negro children attending racially balanced schools and imbalanced schools and to investigate the extent to which certain home-background factors of these Negro children are related to their scholastic achievement. A racially imbalanced school is defined as a school having 50 per cent or more Negro pupils enrolled.

The population of this study consisted of 217 sixth-grade Negro students from seven schools of a city in New York State. This was the total Negro student population of the sixth grade in the seven schools: two "imbalanced" schools and five "balanced" schools. The two imbalanced schools included 127 sixth-grade Negro students: 57 boys and 70 girls (44.88 per cent boys and 55.12 per cent girls). The five balanced schools had a total of 90 Negro students in their sixth-grade classrooms: 39 boys and 51 girls (43.33 per cent boys and 56.67 per cent girls). Students were grouped into five IQ groups: 1) IQ 115; 2) 107-114; 3) 94-106; 4) 86-93; 5) 86. The measure of IQ was the California Test of Mental Maturity. The measure of academic achievement was the Iowa Tests of Basic Skills and report-card marks. Questions

on self-concept and attitudes toward school were from the University of Michigan Questionnaire. Home-background factors included source of family income, one-parent or two-parent homes, position in the family, and house owned or rented.

The results indicated: 1. There was a significant difference obtained in achievement between those sixth-grade Negro students who had been in balanced schools and those in imbalanced schools in all five IQ groups when the students had attended the same type of schools for two years or longer. Significance was at the .01 level in each group except that the highest and lowest IQ levels where it was at the .05 level. The differences favored the students in the "balanced" schools; 2. There were no significant differences between the responses to self-esteem items of students in balanced schools and those in imbalanced schools except on the item, "I'm pretty happy." Here, the difference was significant. Almost all (90 per cent) of the students in the balanced schools saw themselves as "pretty happy." Seventy-six per cent of the students in imbalanced schools claimed that they were "pretty happy"; 3. Student responses on the items related to attitudes toward school in balanced schools and imbalanced schools, for the most part, were not significantly different. Only on three items was significance obtained: a) "It is good to take part in classroom work" (.01), b) "Pupils should help classmates who do not understand" (.05), and c) "It is important to be friendly with every member in the class" (.05). In each case, more students in balanced schools believed that most of their classmates did think these items were so. However, there was no significant difference between the two types of schools when they were asked to check the same items, but to indicate how they themselves felt; and 4. No significant differences were obtained in the achievement of the Negro students when they were classified according to the various home-background factors included in the study.

62. Long, David. Educational Performance in Integrated and Segregated Elementary Schools. Yeshiva University, 1968. 127p. 68-10,982.

The purpose of the present research was to investigate the effects of integrated and segregated school settings on Negro and white pupils' academic achievement from kindergarten through second grade. It was hypothesized that there would be no significant differences among the achievement test scores of segregated and integrated white pupils and integrated Negro pupils. It was further hypothesized that segregated Negro pupils would achieve significantly lower scores than the other three groups.

To test the hypotheses, a design was formulated which included 53 Negro pupils attending a segregated school, 45 Negro pupils attending an integrated school, 43 white pupils attending the same integrated school, and 50 white pupils attending a segregated school. All subjects attended their respective schools from kindergarten through second grade. The three elementary schools selected were located in

a Northern suburban school system. These were all neighborhood schools with comparable facilities, personnel and educational programs.

Scores on the following instruments were obtained for each pupil: Lorge-Thorndike Intelligence Tests, W. Lloyd Warner's Index of Status Characteristics, Metropolitan Readiness Tests, Metropolitan Achievement Tests Primary I Battery, and Metropolitan Achievement Tests Primary II Battery. Analyses of variance and covariance were computed using these scores.

The results of variance and covariance analysis indicated that the integrated and segregated settings did not appear to affect the academic achievement of pupils in kindergarten through second grade. Differences were found in the achievement, I.Q., and social class of the two ethnic groups, favoring the white pupils. When differences in I.Q. and social class were controlled, there were no significant differences in achievement. The hypotheses stating that there would be no significant differences among the achievement test scores of the segregated and integrated white pupils and integrated Negro pupils were supported by the results. The hypotheses assuming that the segregated Negro pupils would achieve significantly below the other groups were not confirmed. It was concluded that academic achievement was not affected by integrated and segregated settings in kindergarten through second grade but reflected the I.Q. and socio economic status of Negro and white pupils.

63. Slone, Irene Wholl. The Effects of One School Pairing on Pupil Achievement, Anxieties, and Attitudes. New York University, 1968. 167p. Adviser: Professor Frank W. Lutz. 68-11,808.

The purpose of the study was to investigate the effects of one school pairing upon the achievement, anxieties, and attitudes of Negro and White pupils and to compare these effects with those of Negro and White pupils in two, matched racially imbalanced schools.

The duration of this study was two academic years and involved Negro and White pupils in three schools in New York City. The pupils were matched in reading achievement, socio-economic background, intelligence and ethnicity. There were thirty-two Negro and thirty White pupils in the fourth grade of a paired school, eighty Negro pupils in the Borough of Brooklyn, and fifty-seven White pupils in the fourth grade of a racially imbalanced White school in the Borough of Bronx.

The study: 1. determined the growth in achievement in language (spelling, capitalization, punctuation, usage), in work-study skills (maps, graphs, reference), in arithmetic skills (concepts, problems), and in reading (vocabulary, comprehension) of the Negro and White pupils in the three schools; 2. measured the general and test anxieties of the Negro and White pupils in the three schools, and 3. measured the attitudes of the Negro and White pupils in the three schools.

The pupils were tested in 1964-1965 and in 1965-1966 in three areas: 1. Achievement in language arts, work-study skills, and arithmetic, through the use of the Iowa Tests of Basic Skills (Forms 3, 4) and in

reading, through the use of the Metropolitan Reading Achievement Test (Forms A, C); 2. Anxieties, through the use of Sarason's General Anxiety Scale for Children (GASC), and Test Anxiety Scale for Children (TASC); 3. Attitudes, through the use of the Morse Pupil Questionnaire, Form B (Learning Index, Group Process Index, Mental Health Index).

Zero-order correlations among sixty-six variables were found for the four groups: Negro Paired, Negro Segregated, White Paired, and White Segregated. Analyses of covariance were done using the averages of post-tests in language skills, work-study skills, arithmetic skills, and reading; the raw scores of post-tests in general and test anxiety; and the raw scores in Learning Index, Group Process Index, and Mental Health Index as criterion variables and using the pre-tests and other variables as covariates. The test of significance was determined by the F ratio of residual scores. The differences were considered significant at the .05 level.

Analyses of adjusted means of the Experimental and Control Groups were used to note differences.

This investigation found that:

1. There were no significant differences between White Paired and White Segregated pupils in achievement, anxieties, and attitudes.

2. The Negro pupils in the paired school achieved greater growth in arithmetic skills than the Negro pupils in the segregated school. An F score of 3.95 was needed to demonstrate a significant difference at the .05 level. The obtained F was 4.969.

It may be stated that the Negro pupils in the paired school achieved greater growth in reading than the Negro pupils in the segregated school since the difference in reading achievement approached significance with an obtained F of 3.024. An F score of 3.96 was needed to demonstrate significance at the .05 level.

3. The Negro pupils in the paired school showed a higher level of general anxiety than the Negro pupils in the segregated school.

64. Merchant, Jimmy Nolan. A Comparative Study of the Academic Achievement of Selected Negro and White Students in Desegregated Classrooms. East Texas State University, 1969. 112p. Adviser: Dr. Allen H. Kavanaugh. 70-11,295.

The purpose of this study was to determine if there was a significant difference in the academic achievement made by Negro and white students during the third year in a desegregated classroom. A comparison of the mean achievement of white and Negro students, as measured by the achievement pre-tests and post-tests, was also made.

This study was conducted over a period of nine months in the third grade classrooms of three elementary schools in Sherman, Texas. Negro and white students were paired using age, sex, I.Q. scores, and home backgrounds as criteria. Only students who had been assigned to the same classroom and teachers for the period of study were paired. At the beginning of the study each student was given Form A of the Metropolitan Achievement Tests, Elementary Battery, to ascertain the pupil's

achievement level in Reading, Language, Spelling, Arithmetic Problem Solving and Concepts, and Arithmetic Computation. Form B of the Metropolitan Achievement Tests, Elementary Battery, was given at the conclusion of the study to determine the extent of progress made in the five areas.

The substantive hypothesis was that there would be no significant difference in the academic achievement made by Negro and white students during the period of study. The complementary null hypotheses were that there would be no significant differences in the achievement made by Negro and white students in the five subject areas during the period of study. Means of the raw scores were determined for the Negro and white groups and the male and female subgroups on the separate subject tests of the achievement battery given in October and May. After finding the differences in the pre-test and post-test means for each group, the significance of the differences in the groups and subgroups was computed by finding the z-score. The null hypotheses were rejected at the .05 level of confidence.

An analysis of the data indicated there was no significant difference in the academic achievement made by Negro and white students during the third year in a desegregated classroom in any of the five subject areas.

Significant differences existed in favor of the white female subgroup in Arithmetic Problem Solving and Concepts on the achievement pre-tests and in the areas of Language and Arithmetic Problem Solving and Concepts on the achievement post-tests. No other significant differences existed in comparisons of the sub-groups in each of the five areas on the pre-tests and post-tests.

The white and Negro students in this study were achieving at or slightly below the national norm on both the achievement pre-tests and post-tests. Both groups exceeded the expected growth of seven months achievement in three of the five subject areas but failed to achieve the expected growth in two areas.

There is no significant difference in the academic achievement made by Negro and white students during the third year of desegregated schooling when they are of the same sex and have similar ages, I.Q. scores, and home backgrounds.

Other studies, both cross-sectional and longitudinal, should be conducted utilizing school populations from varying geographic, age, socio-economic, and population backgrounds.

Local schools should, in general, attempt to provide programs that will meet the needs of individual students and classes rather than attempting to provide programs for specific racial or economic groups.

There is no apparent reason to believe that the desegregation of schools lowers the academic achievement made by most third grade students.

65. Prichard, Paul Newton. The Effects of Desegregation on Selected Variables in the Chapel Hill City School System. University of North Carolina at Chapel Hill, 1969. 124p. Adviser: Donald Tarbet. 70-3301.

This study examined certain indicators of student achievement and success during the progression of racial desegregation in a school system which became fully desegregated. Students of the fifth, seventh, and ninth grades who attended schools during the last year of segregation were compared with fifth, seventh, and ninth grade students in the two years following desegregation. Student achievement during the three year period was compared by using the results of the Sequential Tests of Educational Progress. Data concerning school attendance and subject failure rate was collected from student cumulative records.

Conclusions drawn from the analysis of the data of this study include the following:

1. In the Chapel Hill City School System the white students performed significantly better on the Sequential Tests of Educational Progress than did Negro students when the mean scores for each race were compared.
2. Desegregation of the Chapel Hill City School System did not appear to have any significant negative effects on the academic achievement of either race. The only significant changes which appeared were of a positive nature.
3. Positive changes significant at the .01 level occurred in mathematics achievement at the fifth and seventh grade levels for the Negro race, and at the fifth grade level for the white race.
4. There were no significant changes in reading achievement at any grade level in this study.
5. There were no significant changes in either reading or mathematics achievement at the ninth grade level for either race.
6. The inauguration of a state-wide curriculum revision in mathematics may have influenced student achievement in mathematics. The change in mathematics textbooks occurred during the second year of this study.
7. In this school system, sex seems to have only a small effect on mathematics achievement. Mathematics achievement scores show that white males scored at least as well and sometimes better than white females at all grade levels of the study. Negro males also scored as well or better than Negro females in mathematics achievement. However, the mean mathematics achievement scores for both male and female whites was above that of both male and female Negroes.
8. In this school system, girls seem to have learned to read better than boys when compared to their own race. Reading achievement scores show white females usually score higher than white males at all grade levels of the study. Negro females also scored higher than Negro males in reading. The mean reading achievement scores for both male and female white was higher when compared to either male or female Negroes.
9. The Negro students in the school system were generally older than their white counterparts at each grade level. The mean difference in age at a particular grade level sometimes ran in excess of a half-year.
10. In general, Negro students of this system failed a higher percentage of their courses than did white students during the period of this study. There did not seem to be any definite pattern of change for either race during desegregation.
11. Females usually passed a higher percentage of their courses than did males when comparing all females to all males at each grade level.

12. There were no significant changes in attendance patterns for either race during the progression of desegregation.

66. Van Every, Donald Francis. Effect of Desegregation on Public School Groups of Sixth Graders in Terms of Achievement Levels and Attitudes Toward School. Wayne State University, 1969. 151p. Adviser: Dr. Warren E. Gauerke. 70-19,074.

The study investigates differences between mental achievement test scores and attitudes toward school of one group of middle class white and one group of lower class Negro sixth graders attending a desegregated school over a two year period, as compared to achievement and attitude scores of matched white and Negro control groups attending "de facto" segregated schools.

It was hypothesized that achievement and attitude toward school scores of Negroes attending the desegregated school would be significantly different from those scores of a comparable inner city Negro group. It was further hypothesized that the white group attending the desegregated school would have significantly different achievement and attitude scores from those of a comparable white group attending an all-white school.

Current literature established that the principle of equality of education opportunity is currently defined in terms of achievement of children. The Coleman Report and the report of The United States Civil Rights Commission assert that Negroes attending desegregated schools where whites predominate score higher on achievement tests than do Negroes attending segregated schools.[1, 2] Several prominent educational researchers deny the validity of these conclusions. Other studies dealing with achievement of Negroes in integrated schools reveal mixed results. Little research has been done which compares achievement of white children attending integrated and segregated schools.

Experimental and control groups were matched on seven characteristics previously demonstrated to affect achievement. The Negro experimental group consisted of all blacks who attended the desegregated school for two years. The white experimental group was a judgemental sample whose mean achievement scores prior to desegregation closely matched mean scores of their school. The four groups were tested at the end of the first and at the end of the second year of desegregation. An analysis of variance procedure and a "t" test to determine significant differences in mean scores were conducted in regard to results of Science Research Associates Achievement Tests, Kuhlman Anderson Intelligence Tests, and an attitude toward school inventory. Interviews with educators from the desegregated school were conducted to aid in interpretation of results of statistical procedures.

At the end of two years there were no significant differences between mean achievement scores or mean attitude toward school scores of the two Negro groups. The white group from the segregated school scored significantly higher in regard to mean achievement (at the five per cent level) and in regard to intelligence (at the one-half per cent level) than did the white group from the desegregated school. There was no significant difference revealed between mean

attitude scores of the two white groups.

It was concluded that in this case desegregation was of no benefit to achievement or to attitude toward school of Negro pupils and deleterious to achievement of white pupils. Implications are that variables other than desegregation may have a greater influence on scores of the disadvantaged Negro. Further research is recommended, comparing achievement of pupils in different types of desegregated schools to achievement of those in segregated situations, utilizing as many age and grade levels as possible.

[1]James Coleman et al, Equality of Educational Opportunity (2 vols.; Washington: United States Office of Education, 1966), I, p.22.

[2]United States Civil Rights Commission, Racial Isolation in the Public Schools (Washington: United States Printing Office, 1967), p.110.

67. Hampton, Claudia Hudley. The Effects of Desegregation on the Scholastic Achievement of Relatively Advantaged Negro Children. University of Southern California, 1970. 81p. Adviser: Professor Carnes. 70-23,157.

This study sought to compare the scholastic performance of Negro pupils in middle-class segregated elementary schools with that of Negro pupils in desegregated elementary schools of approximately the same socio-economic status. The contention of the investigation was that integrated school attendance would have no appreciable effect on the academic achievement of Negro children who were socially and economically advantaged.

Procedure: Six elementary schools in the Los Angeles Unified District were found to meet the criteria establishing middle-class socioeconomic status with three of the schools considered segregated and three desegregated. From these schools data were gathered on a total sample of 232 Negro pupils enrolled in the second and third grades in the Spring semester, 1965 who had been in attendance at the same school for the previous year.

Reading scores, subject grades, and citizenship grades were analyzed by analysis of covariance using intelligence quotients as the covariate.

Findings: The findings revealed that no significant differences existed between reading test scores, subject grades, and citizenship grades of second and third grade Negro pupils in middle-class segregated schools with one exception. At the third grade level segregated pupils exceeded integrated pupils in citizenship grades. The practical importance of this finding is limited since it has been documented that there is a tendency on the part of teachers to relax standards of behavior in segregated situations.

Generally girls performed better and attained higher intelligence quotients than boys. This finding concurred with the literature which indicated that girls are more likely to be successful at the elementary school level.

Third grade girls attained highest intelligence quotients but the

academic performance of second grade integrated girls was higher in every area. Possibly this could result from the beginning of the cumulative effects of racial membership manifested in the older pupils.

Conclusions: Negro pupils in the primary grades and middle-class segregated schools achieve in reading, subject grades, and citizenship grades equally as well as Negro pupils in primary grades of middle-class integrated schools.

It can be concluded from the findings of this study that socioeconomic status is a crucial variable--perhaps the most crucial variable--affecting the individual's scholastic performance at the elementary school level. Young pupils who have roughly comparable experiential backgrounds outside the school setting will respond in much the same way to the formal educational experience whether it be integrated or segregated. Universal application cannot be made of this concept since there is some evidence that the effects of racial or ethnic membership are cumulative and inescapable in our present society regardless of social status.

Achievement

Secondary Levels

68. Lutz, Marie Elizabeth Marie. A Study of Junior High School Transferees Resulting from Boundary Changes Involved in Improving Racial Balance. (Volumes I and II). Syracuse University, 1966. 601p. 67-9320.

Boundary changes to improve racial balance made possible the study of a small sample of transferees to G Junior High School during the fall term of 1964. To discover some of the characteristics of predominantly lower-class Negro children who were transferred to a predominantly middle-class white junior high school, intellectual, behavior-effect and cumulative record facts were collected over a period of one semester and then classified and analyzed. The facts were embodied in individual case-studies as summaries and to better indicate the nature of the experience of the individual student during the first semester in the new school.

The intellectual syndrome revealed that 25 out of 37 pupils had less than 90 IQ and 30 less than 100 IQ. The over-all midterm academic average for 32 pupils was 69 percent. Of the 8 passing, 2 were repeating the grade, and the report cards showed 19 failing marks and 13 basic classes. Pre- and post-test ITBS scores showed a heavy preponderance of numbers in the lowest third according to percentile rank, implying an inadequate foundation. Regression after grade 2 was evident, especially in reading. Most pupils had not assimilated mathematics, and written work indicated that incorrect speech was at the base of language and spelling difficulties.

The average absence of 6 percent suggested loss by absence. Pupils changed schools more than would normally be expected, and many were repeaters. Some entered the next higher grade without being promoted. Behavior problems were severe in about one-third of the sample, and lack of effort was generally true. However, behavior and attendance improved.

Ten derived trait-clusters established the negative aspects of the culture which might have had a deleterious effect on their education. Favorable traits critically missing included those listed as analytical, constructive, creative, organized, and thoughtful.

The California Test of Personality determined that the number in the lowest third according to percentile rank always exceeded the number in the highest third. The two subtests which disclosed most scores in the middle category and more scores in the combined upper and middle thirds than in the lowest third were "Community Relations," 15 (middle plus upper): 7 (lower), and "Sense of Personal Worth," 15 (middle plus upper): 8 (lower). The possible implications include the following: Grades 1 and 2 were academically adequate in the neighborhood setting. Grade 3 was a critical grade, suggesting integration should begin with this grade. The overwhelming majority did not adequately expand the educational foundation year by year, and did not master the needed

educational tasks at the appropriate developmental level. The educational process was limited by inability to pass tests, and the low marks, low ITBS scores, and low IQ's pointed up a consistently low achievement pattern. The extremely deficient mathematics area reflected a critical loss in needed vocabulary, relationships, and logical thinking, but ability to improve in arithmetic and reading was present as shown by gains made during the term.

No transferee escaped the culture; nevertheless, some transferees succeeded academically. All passing pupils had more favorable than unfavorable behaviors, but all with such behaviors did not pass. Contrary to expectations, only one person showed marked inferiority feelings.

69. Klein, Robert Stanley. A Comparative Study of the Academic Achievement of Negro 10th Grade High School Students Attending Segregated and Recently Integrated Schools in a Metropolitan Area of the South. University of South Carolina, 1967. 78p. 67-15,565.

The educational effects of relatively large scale desegregation are undetermined. The primary purpose of the present study was to investigate the effects of moving from a segregated, all-Negro school to an integrated school upon the academic achievement of the Negro student.

Subjects were selected from the 10th grades of three high schools in a large southern school district. One school had been recently integrated, another was a segregated all-Negro school, and the third was a segregated all-white school.

Utilizing a questionnaire and Otis Intelligence Test scores, 152 subjects were selected as the result of matching students with respect to sex, age, and various indexes of socioeconomic status. The Negro students who had transferred to the recently integrated school served as the base for a match. A random sample of 10th grade Negro students attending the segregated all-Negro school was also selected. The matching criteria were not used in the selection of this group.

Following selection procedures, there were 5 major groups: 38 integrated Negro students; 38 integrated white students; 38 segregated Negro students; 38 segregated white students; and a randomly selected group of 38 segregated Negro students. Each group was equally divided with respect to the sex of subjects.

At the beginning of the school year 1965-66, all subjects were administered the Cooperative English, Cooperative Biology, and either Cooperative Arithmetic, Cooperative Algebra I, Cooperative Algebra II, or Cooperative Plane Geometry Tests. The mathematics test administered to a subject was consistent with the type of mathematics course in which the student was enrolled. This procedure was repeated eight months later at the end of the school year.

Analysis of variance were (sic) conducted on pre-test data of each subject area in order to determine if groups differed significantly at the beginning of the year.

Academic achievement over the eight-month period was determined by subtracting a subject's pre-test score on a particular test from his post-test score.

For pre-test analysis and differences score analysis, the raw scores obtained for each type of mathematics were changed to z scores so that student scores could be considered comparable for analysis, regardless of the type of mathematics test taken.

This researcher made use of the data obtained on the same subjects by McWhirt (1967) in controlling for possible pre-treatment differences between groups with respect to academic motivation, via measures of academic aspiration and self-concept. Utilizing these pre-treatment measures and pre-test achievement scores as covariates, analyses of covariance were conducted on the difference score data.

Pre-test findings substantiated the findings of previous studies in regard to the Negro student's use of English skills. The white students were found to be superior. This was only found to be true with respect to English pre-test score comparisons.

The integrated school setting was found to be neither educationally deleterious nor educationally beneficial for Negro students, at least over an eight-month period. Previously reported studies did not indicate that they were using matched groups, which may account for the positive findings related to integration. The present study using matched groups did not find these positive relationships.

Findings of the comprehensive study conducted by the United States Office of Equal Opportunity reported by Coleman (1966) are supported. The socioeconomic class or family background of a student in the present study exerts more of an influence upon the scholastic achievement of that student than does the school he attends.

Summarizing the results of the study: 1. The academic achievement of matched groups of integrated and segregated Negroes did not differ significantly. 2. The academic achievement of matched groups of integrated white and integrated Negro students did not differ significantly. 3. The academic achievement of matched groups of segregated Negro students and integrated white students did not differ significantly. 4. The academic achievement of Negroes attending an integrated school was significantly greater in specific subject areas than that of an unmatched group of Negroes attending a segregated all-Negro school. A comparable difference was found between the achievement of this same unmatched group of Negroes and the segregated Negroes of the matched sample. In both instances the matched sample subjects demonstrated more academic achievement.

70. Robertson, William Joseph. The Effects of Junior High School Segregation Experience on the Achievement, Behavior and Academic Motivation of Integrated Tenth Grade High School Students. The University of Michigan, 1967. 130p. 67-15,683.

The purpose of this study was to investigate the effect of segregation experience in junior high school on the achievement, behavior and academic motivation of students attending an integrated high school.

A sample of 120 tenth grade students at Pontiac Central High School (Pontiac, Michigan) was arranged in a factorial design composed of three levels of segregation experience, two levels of race and two of

sex. The major independent variable, segregation experience, was operationally defined by the average Negro-white ratio at the student's affiliate junior high school during the years of his attendance. The three levels were termed High Segregation, Moderate Integration and High Integration.

Data pertaining to achievement, academic motivation and intelligence were obtained from the test results of the California Survey Series (CSS) (Reading, Mathematics, Language and Total), "M" Scales (Need Achievement, Self-Concept, Level of Aspiration, Academic Personality and Total), Otis and Cattell intelligence tests. Intelligence tests were included for their utility as covariance controls in the event that ability was not evenly distributed among the experimental groups. Data for grades (GPA) and behavior were taken from school records.

Analyses of variance were computed for each of the eleven dependent variables. Analyses of covariance were computed for GPA adjusted by Otis results, GPA adjusted by Cattell results, CSS Total adjusted by Otis results, CSS Total adjusted by Cattell results and GPA adjusted by CSS Total.

Segregation Experience

1. High Segregation Experience was associated with low Grade Point Average for both Negro and white students. The effects persisted under covariance control for intelligence (Otis and Cattell) and achievement.

2. There were no systematic differences in objective achievement or behavior ratings that could be related to segregation experience. A significant interaction of Segregation Experience with Race found in the analysis of achievement was eliminated under covariance analysis using Otis or Cattell results as the control variable.

3. Trends toward a significant main effect of Segregation Experience and toward an interaction of Segregation Experience with Race appeared in the analysis of Academic Motivation.

Race

1. Systematic differences in the customary direction, favoring whites, were found in GPA and objective achievement. The differences were eliminated under control for Otis results but remained with Cattell results used as the covariate.

2. Negro students generally received significantly lower mean behavior ratings than whites.

3. A significant Race by Sex interaction shows the poorest behavior ratings to be those of Negro boys.

Sex

1. Girls, in general, were found to receive significantly better behavior ratings than boys and a significant interaction of Race and Sex showed white girls rated best.

2. A significant Race with Sex interaction on GPA under covariance control for Otis results suggests that Negro boys receive higher grades than other groups with the same Otis scores.

The results of this study suggest that attendance at a segregated junior high school negatively affects the grades of both Negro and white students who subsequently attend an integrated high school. There were no systematic differences in objectively measured achievement, behavior ratings or academic motivation that could be ascribed to the segregation experience variable. The Negro-white differences on objective achievement and grades can be ascribed to differences in the abilities measured by the Otis test.

71. Bryant, James Chester. Some Effects of Racial Integration of High School Students on Standardized Achievement Test Scores, Teacher Grades, and Dropout Rates in Angleton, Texas. University of Houston, 1968. 148p. 69-768.

The primary purpose of this research study was to determine the statistical significance of differences in academic achievement as measured by standardized tests and teacher grades of Negro and white secondary school students at the end of their first year of racial integration. A secondary purpose was to assess the significance of any changes in the dropout rates during the same year.

The subjects were 769 white and 146 Negro students in grades eight through eleven in 1965-66. All were students in three public secondary schools of Angleton, Texas, in the Metropolitan Houston area.

Academic achievement was measured first by the Test of Academic Progress in May, 1966, when students in both of the high schools were racially segregated, and again in May, 1967, after one year of instruction in an integrated high school. The same students were tested at the ends of two consecutive school years; pre-test and post-test means of standard scores were compared to determine if differences were statistically significant after subtraction of the three standard score points gain expected of the students. Significance of differences was determined by use of Student's t-test for differences between correlated pairs of means.

Academic achievement was measured in a second way, by comparison of teacher grades assigned during the year prior to integration and the first year of integration. The same test of significance was used.

The other measure used was a dropout study, comparing the dropouts of the last year of segregated schools with the dropouts of the first year of the integrated high school. Significance of differences in numbers and rates was determined by analysis of percentage changes.

The mean differences in academic achievement of both white and Negro students during the initial year of integration failed to reach expected levels. This was true when measured by teacher grades as well as when measured by the standardized achievement test.

The standardized achievement test scores indicated a highly significant failure to achieve expected gains in reading. There were variations by groups on all other sub-tests, some groups showing gains, and some showing losses.

There was found to be no significant statistical difference in grades

assigned to white students during the two years of the study, but losses among all groupings of Negro students were significant at the one per cent level of confidence.

No significant difference was found in dropout rates of white students as a group the year before integration and the first year of integration, but a highly significant increase in the dropout rate of Negro students as a group was recorded.

A substantial increase in the percentage of white female dropouts occurred, but an increase in the dropout rate of male students was inconsequential. However, a very substantial increase in the dropout rate of Negro males was found. There was a smaller increase in the dropout rate of Negro female students, but it was significant.

Several recommendations were made for the subject school. They were as follows: (1) Replicate the study, using 1967-68 data. (2) Reexamine the philosophies of teaching and grading of faculty members. (3) Take positive steps to determine causes for dropping out of school and establish procedures to deter or prevent its continued occurrence. (4) Organize a more diversified curriculum to meet the needs of low achieving students as well as the college-bound students. (5) Employ a developmental reading specialist to study the causes of low reading achievement and set up a program to bring about improvement. (6) Employ a woman guidance counselor to study causes of dropping out and establish procedures to deter the students from leaving.

Recommendations were also made for additional research, as follows: (1) Replicate the study in other school districts. (2) Conduct studies to measure achievement and dropout rates of white and Negro students in schools with differentiated curricular offerings within each course. (3) Study the effects of integration on achievement of gifted Negro high school students. (4) Compare the achievement levels of Negroes of the same social class and educational opportunity attending segregated and integrated schools.

Another recommendation, made for districts planning integration of their secondary schools was that steps be taken by the faculties involved to study together the values, philosophies, expectations, grading, and any other problems which, if unresolved, may result in failure to achieve at expected academic levels.

72. Geiger, Odis Glenn. Effects of Desegregation on Classroom Achievement. University of South Carolina, 1968. 61p. 69-5796.

This study was designed to test effects of desegregation on classroom achievement. The subjects were taken from tenth- and eleventh-grade classes of a high school in a southern metropolitan community. They were chosen on the basis of pairs of classes, the two classes being matched in terms of teacher, teaching method, and type and level of subject matter. The two classes of each pair differed in terms of degree of desegregation.

The total number of classes having in common the factor of lesser degree of desegregation, as compared with their counterparts, was

defined as Major Group 1. Those classes having in common the factor of greater degree of desegregation, as compared with their counterparts, were defined as Major Group 2. Statistical tests showed no significant differences between the major groups for the variables of learning ability, academic aptitude, initial achievement level (at the beginning of the period of this study), and parents' education levels.

The study covered one school year, the first year of desegregation for the school from which the subjects were chosen. A pre- and post-test strategy was used. Pre-test data were taken from teacher-made objective examinations given during the first six weeks of the school year. The two classes of a given pair received the same examination. The post-test data were taken from teacher-made objective final examinations. The two classes of a given pair again received the same examination. A change score was computed for each student by taking the difference between his pre- and post-test raw scores. The mean change score for each class was determined. A binomial approximation of the normal curve was used to determine any differences between the two major groups in terms of amount of achievement gain. The Spearman rank-order correlation was used to determine any relationship between difference in degree of desegregation and difference in achievement gain within pairs.

Conclusions: 1. No statistically significant difference was found between major groups in terms of amount of achievement gain over the school year.

2. No statistically significant relationship was found between degree of desegregation and amount of achievement gain.

73. Hayes, Edward Majella. The Relationship of Race and Sex to Academic Achievement in Selected Rural Elementary and High Schools Before and After Desegregation. University of Virginia, 1969. 102p. Adviser: Dr. Herbert M. Burks. 70-8046.

The major purpose of this study was to determine race and sex differences in the prediction of future grade-point averages from selected tests in a state-wide public school testing program. Race and sex were focused upon because the Southern rural school system in which the investigation was conducted had changed from a predominantly segregated mode in the year 1967-1968 to a completely desegregated situation in 1968-1969.

The cumulative record folders of all 1968 and 1969 graduates of the school system were examined, and those students who had a complete record of scores for the selected tests were chosen as the sample for the study. The following measures were obtained for each individual:

1. Either 1968 or 1969 twelfth-grade grade-point average (GPA).
2. Ninth-grade Sequential Tests of Educational Progress (STEP), School and College Ability Tests (SCAT), and GPA.
3. Seventh-grade Iowa Silent Reading Tests (ISR), California Test of Mental Maturity (CTMM), and GPA.
4. Fourth-grade Science Research Associates Achievement Tests (SRA), Lorge-Thorndike Intelligence Test (L-T), and GPA.

Nine generic hypotheses were examined through multiple linear regression, and differences among the various comparisons were determined by the F test, using .05 as the minimum level of significance. The first three hypotheses were concerned with race and sex differences in the prediction of 1969 (desegregated) twelfth-grade GPA from ninth-, seventh-, and fourth-grade measures. The next five hypotheses were focused upon race and sex differences in the prediction of twelfth-grade 1968 (segregated) GPA from ninth-, seventh-, and fourth-grade measures; ninth-grade GPA from seventh-grade measures; and seventh-grade GPA from fourth-grade measures. The ninth hypothesis considered race and sex differences in the prediction of twelfth-grade 1969 GPA and twelfth-grade 1968 GPA from ninth-grade measures.

Findings: 1. The first three hypotheses revealed no significant sex differences for either black or white students in the prediction of twelfth-grade 1969 GPA from a composite of ninth-, seventh-, or fourth-grade measures.

2. Hypotheses 4 and 5 revealed no significant sex differences for either black or white students in the prediction of twelfth-grade GPA from a composite of ninth- or seventh-grade measures.

3. Hypothesis 6 revealed no significant sex differences for white students in the prediction of twelfth-grade 1968 GPA from a composite of fourth-grade measures. However, for black students a significant sex difference was found for the same comparison.

4. Hypothesis 7 revealed no significant sex difference for white students in the prediction of ninth-grade 1965 GPA from a composite of seventh-grade measures. However, significant differences were found for black students.

5. Hypothesis 8 revealed no significant sex differences for either black or white students in the prediction of 1963 seventh-grade GPA from a composite of fourth-grade measures.

6. Hypothesis 9 revealed that the prediction of 1968 (segregated) twelfth-grade GPA from a composite of ninth-grade STEP, SCAT, and GPA was significantly more accurate for both races and both sexes than the prediction of 1969 (desegregated) twelfth-grade GPA from the same measures.

Further analysis of the predictive efficiency of single measures revealed that:

1. Significant predictors of 1968 (segregated) twelfth-grade GPA for white students were fourth-grade SRA; seventh-grade ISR and GPA; and ninth-grade STEP, SCAT, and GPA. Significant predictors of the same criterion for black students were fourth-grade SRA and L-T, seventh-grade CTMM, and ninth-grade STEP and GPA.

2. For white females, SCAT and STEP were more significant predictors of 1969 (desegregated) twelfth-grade GPA than of 1968 (segregated) twelfth-grade GPA. However, for white males ninth-grade GPA was less effective as a predictor for 1969 than for 1968.

3. Ninth-grade SCAT and STEP were significant predictors of 1969 (desegregated) twelfth-grade GPA for black females. However, none of the ninth-grade measures (SCAT, STEP, GPA) was a significant predictor of the same criterion for black males.

Conclusions: 1. There were no sex differences among white students in the accuracy of prediction of GPA from a composite of prior test scores and GPA. For black students, the accuracy of prediction in two comparisons was greater for females than for males.

2. Using a composite of predictor variables derived from a prior segregated situation, twelfth-grade GPA obtained under segregated conditions was predicted more accurately than the same criterion obtained under desegregation. This finding was particularly noticeable in the case of black males.

74. Maynor, Waltz. Academic Performance and School Integration: A Multi-Ethnic Analysis. Duke University, 1970. 116p. Adviser: William G. Katzenmeyer. 71-10,401.

The major thrust of this study is to determine whether statistically significant differences occur in the measured achievement of a group of black, Indian, and white children in a newly racially integrated school system. Academic performance will be analyzed with respect to:

1. Each student ethnic group
2. Each teacher ethnic group
3. Each student-teacher ethnic combination (that is, white teacher-black student, etc.).

This study was conducted in the public schools of Hoke County, North Carolina. Hoke County is a rural County of approximately 17,000 persons and is located in the southern part of North Carolina. The racial composition of the county is about 35% white, about 50% blacks, and about 15% Lumbee Indians.

The research procedure involved the administration of the California Achievement Test to grades six through twelve in October of 1968. This provided base-line information against which student progress was measured. The California Achievement Test was readministered along with the California Test of Mental Maturity, at the close of the spring semester of 1969. The subjects of this study include all pupils who completed both testings of the California Achievement Test and the California Test of Mental Maturity. This sample consists of 608 white pupils, 127 Indian pupils, and 680 black pupils, a total sample of 1,415 pupils.

Student achievement scores were analyzed across grade levels. Grade equivalent scores were converted to standard scores, mean 50 standard deviation 10, at each grade level for all races combined. The analysis of covariance was used to compare post-test achievement scores, adjusted for intelligence and pre-test achievement scores, for each student-teacher racial pairing.

The findings were:

1. Black students performed better after integration than they did before integration. White and Indian students experienced no negative effects in achievement after integration.
2. Relative to the students' ability and pre-test scores, black students had significantly higher language and mathematics scores.

3. Relative to the students' ability and pre-test scores, there was no significant difference in how each ethnic group of teachers affected student performance.
4. Relative to the students' ability and pre-test scores, there was interaction between the race of the student and the race of the teacher which affected the students' academic achievement in language.

75. Wheeler, General J. A Comparative Study of Black Secondary Students Who Elected Predominantly White Schools Under Freedom of Choice and Their Peers Who Did Not. University of Miami, 1970. 184p. Adviser: Professor Michael J. Stolee. 71-10,678.

Under freedom of choice desegregation plans black students are permitted to attend schools other than those to which they would be assigned. Two dichotomous groups of black students are thus created: the ones who left the black school and those who remained in the black school. The purpose of this study is to compare the two groups on selected criteria to see if one or the other is superior.

This ex post facto study compared 130 students in grades 10, 11 and 12 in three Florida counties who left the black school to 285 students in the same three grades in the same three counties who elected to remain in the black school. All of the subject students were together in grades 7, 8 and 9 in the same junior high school in their respective counties.

Data were collected from the Cumulative Guidance Record of each student on the following educational variables: (1) intelligence quotient, (2) verbal and quantitative scores on the SAT of the Ninth Grade Florida State-Wide Tests, (3) grade-point average, (4) promotional status, and (5) attendance. Each of the variables was examined for variance on a 3 X 2 X 3 multivariate analysis design. Data on the socio-economic background of each student were collected on each of the following variables: (1) last grade in school of father, (2) last grade in school of mother, (3) occupation of father, (4) occupation of mother, and (5) living arrangements of the students. The data were analyzed by a x^2 (Chi-square) to determine if membership in one group or the other was dependent upon one or more of the variables.

The education data indicated that the group leaving under freedom of choice plans was superior to the group remaining on these objective criteria: intelligence quotient, at the .001 level; verbal scores at the .001 level; and quantitative scores at the .056 level. On the subjective criteria, grade-point average, the difference was at the .159 level and on the other subjective criteria, promotional status, the difference was at the .002 level of significance but in the direction of the departing group. One grade in one county in the study failed to follow these patterns.

The socio-economic data established that the education level of the father and mother was higher in the case of parents of the departing group at the .069 level. On the occupation status of the parents the data indicated that the parents of the freedom of choice students were

superior to the other group at the .001 level of significance. On living arrangements of the student the .540 failed to establish that this variable was dependent upon the group to which the student belonged.

Implications: Freedom of choice as demonstrated by the population examined here led to the exodus from the black school of a select group of students that no school--black or white--could afford to lose. These students were the brightest high achievers from the families with the higher educational level and the best jobs. This method of establishment of the single school system should be stopped if black schools are to remain. The implication that the brightest high achievers are not receiving the best grades nor being promoted the most readily should cause teachers in black schools to examine processes for awarding of marks.

76. Janis, Juel M. School Racial Composition and Achievement Test Scores of Black and White Junior High School Students. University of Maryland, 1971. 334p. Adviser: Dr. Jacob D. Goering. 72-613.

Based on data collected for the Coleman Report which suggests that the academic achievement of black students is higher in schools that were "more than half white" and that white student performance is unaffected by the racial composition of the school, the present study examined the achievement test scores of 8th Grade black students and 8th Grade white students in four schools that were 40%, 30%, 20%, and 10% black. The purpose was to determine whether or not a more precise breakdown of the category "more than half white" might yield significant differences in achievement for black or for white students. In addition, a fifth school that was 100% black and a sixth school that was 100% white was included in some analyses for purposes of comparison. Test scores of students in the 100% black school were considered in analyzing some of the test scores of black students, while test scores of students in the 100% white school were considered in analyzing some of the test scores of white students.

With respect to the study's design: all students attended segregated elementary schools; attendance at the junior high schools studied was determined on the basis of housing patterns; and classroom racial composition as well as school racial composition was considered. (The classroom racial composition reflected the school racial composition in only one of the three ability groups examined, viz. Ability Group II.)

Student parent education, student IQ's and student achievement test scores obtained prior to their attendance at a desegregated school were used as covariates in the multivariate analysis of covariance procedure used to examine differences in student achievement in schools of different racial composition. Test scores of students in schools of different racial composition were examined: (1) according to ability group assignment without regard for race, and (2) according to race and ability group assignment. In addition, tests which measured differences between students across schools by race and ability group on each of the covariate measures, as well as a graphic description of differences in student parent

occupation, were also presented.

The findings of the present study are too diverse to lend themselves to general statements regarding the relationship between school racial composition and student achievement. Different tests with different ability groups or different races often yielded different findings. For white students, no consistent pattern of differences between students in schools of different racial composition was discernible. For black students, a more precise breakdown of the category "more than half white" did yield significant differences in achievement. However, because of the multiplicity of analyses conducted, the complexity of the study's findings, and the numerous qualifying factors concerning the data gathered for this study, any general summary of these findings as they relate to black students would be misleading and inappropriate and cannot be offered in abstract form without significantly distorting the study's findings.

77. Smith, Lee Rand. A Comparative Study of the Achievement of Negro Students Attending Segregated Junior High Schools and Negro Students Attending Desegregated Junior High Schools in the City of Tulsa. The University of Tulsa, 1971. 127p. Adviser: Professor Frederick W. Simpson. 71-22,730.

Negro students who attended all three years in segregated junior high schools were compared in arithmetic computation and paragraph meaning achievement with Negro students who attended all three years in desegregated schools in the city of Tulsa. The segregated junior high schools were Marian Anderson and George Washington Carver. The desegregated junior high schools were James Monroe and Theodore Roosevelt.

The criterion was measured by mean scores on the applicable subtests of the Stanford Achievement Test, Intermediate II, Form Y, administered in the ninth grade.

In making the comparison the effects of sex and interaction between sex and achievement were calculated separately from main effects, and the variations attributable to prior achievement, intelligence quotient, and number of children in the family were partialled out.

The sample of the desegregated group included 56 male and 68 female pupils attending grades seven, eight, and nine in two desegregated junior high schools from the fall of 1965 until the summer of 1968 on whom complete data were available. The sample of the segregated group included 70 male and 80 female pupils attending the same three years but in two segregated junior high schools.

Analysis of covariance with two-way classification was used to test the hypothesis that Tulsa Negro students in segregated junior high schools do not differ from those in desegregated junior high schools in mean achievement on the Arithmetic Computation and Paragraph Meaning subtests of the Stanford Achievement Test, Intermediate II (Form Y post-test) when the means are adjusted for covariance with initial Arithmetic Computation and Paragraph Meaning pre-tests (Form X), Otis Quick-Scoring Mental Ability Test (Beta) I.Q. scores, and number

of children in the family.

Results were inconclusive with respect to the main effects. No sex differences could be inferred in the adjusted means since the expected differences in favor of boys on arithmetic computation and girls on paragraph meaning also appear in the pre-test. The only significant result appeared in testing the effects of interaction between sex and achievement in paragraph meaning.

The hypothesis of no interaction between sex and achievement in paragraph meaning was rejected. The adjusted means on the paragraph meaning criterion variable for segregated males exceeded the expectation based on the control variables. Examination of individual school scores indicated that males attending George Washington Carver Junior High surpassed all other sample groups, both male and female, in raw score gain on paragraph meaning.

An inquiry was made to find factors which could have accounted for this remarkable gain on the part of Carver males. It was discovered that these particular male students had an extraordinarily well qualified and innovative teacher for their English classes during the eighth and ninth grades. This teacher had established excellent rapport with the students and endeavored to teach them English through its practical use.

This concomitant finding would indicate that individual teaching techniques, rapport, and innovation need to be taken into account when studying student achievement.

Since the significant interaction found seems attributable to possible inter-teacher effects, no generalization of the interaction seems justified.

78. Stacy, Bobby Fant. A Comparison of Academic Achievement and Mental Maturity Test Scores of Negro High School Seniors in Predominantly White Schools with Academic Achievement and Mental Maturity Test Scores of Negro Seniors in Predominantly Negro Schools. Mississippi State University, 1971. 74p. Adviser: Dr. Lamar Moody. 71-27,047.

The specific intent of the study was to determine if the academic achievement and mental ability test scores of those Negro students who transferred and remained for four years in the white high schools would be significantly greater than the scores of those Negro students who remained in the Negro high schools.

This study was an attempt to evaluate the academic progress of Negro students at the high school level who had experienced a changed school environment involving interaction with a dominant white culture.

The population for this study was 120 Negro high school seniors in eight Mississippi school districts. Sixty of these Negro students transferred to the predominantly white high schools in the fall of 1966 and had remained through graduation. The remaining sixty students had remained in the Negro high school through graduation.

The California Achievement Tests Complete Battery was used to measure the mean test scores of Total Reading, Total Mathematics, Total Language, and the Total Battery Score while the California Short-Form

Test of Mental Maturity was used to measure the mean test scores of Logical Reasoning, Numerical Reasoning, Verbal Concept, Memory and the Total Score. The results were compared with the same criteria used in Moody's study four years earlier.

The statistical technique employed in the investigation was the significance of the difference between the mean scores obtained from those Negro students who remained in the predominantly Negro high schools and those Negro students attending the predominantly white high schools in the three sections and the total battery score of the California Achievement Tests and the four sections and the total score of the California Short-Form Test of Mental Maturity.

The results of the study indicated that the Negro students who transferred to the predominantly white high schools were significantly higher in the following sections of the California Achievement Tests Complete Battery: Total Reading, Total Mathematics, Total Language, and the Total Battery Score. ($P \leq .001$). They were also found to be higher in these sections of the California Short-Form Test of Mental Maturity: Verbal Concept, Memory, and the Total Score. ($P \leq .001$).

There was a statistically significant difference between the mean scores of those Negro students who remained in the predominantly Negro high schools and those Negro students attending the predominantly white high schools in the Logical Reasoning of the two groups on the California Short-Form Test of Mental Maturity ($P \leq .05$).

There was no difference between the mean scores of those Negro students who remained in the predominantly Negro high schools and those Negro students who transferred to the predominantly white high schools in Numerical Reasoning of the two groups on the California Short-Form Test of Mental Maturity ($P \geq .05$).

In general, the participants who attended the white high schools scored higher than did those participants who remained in the Negro high schools for the four years they remained in their respective schools.

Self Concept

79. Taylor, Charlotte P. Some Changes in Self-Concept in the First Year of Desegregated Schooling: The Outward Walls and the Inward Scars. University of Delaware, 1967. 193p. 68-13,169.

The desegregation of American public schools is an historic change in an important social institution. In the belief that views of others affect views of self, an investigation was made to ascertain possible self-concept adjustments as a result of participation in a newly desegregated school.

In order to do this, the responses of public school pupils undergoing the first year of desegregation were compared with the responses of boys and girls who were enrolled in segregated or already desegregated schools. The instrument used was the Self-Social Symbols Task of Henderson, Long and Ziller, which requires the pupils to make symbolic but non-verbal responses on twelve specific sub-measures of self-concept defined in terms of relation to significant others. The same pupils were subject to repeated measures while enrolled in Sixth Grade, upon entrance into Seventh Grade (the on-set of desegregation for the experimental group) and at the close of Seventh Grade.

A review of pertinent literature suggested three major hypotheses: 1) Initially Negro boys and girls will show patterns of self-concept different from white boys and girls of the same age and grade level. Boys and girls of both races who have been enrolled in segregated schools throughout their school careers will manifest these differences more clearly than boys and girls who have attended integrated schools. 2) Over a period of a year consistency of personality formation will cause little change to take place in self-concept following desegregation. 3) Children of both races will evidence short-lived reactions in self-concept dimensions under the initial impact of desegregation.

Data from each individual sub-measure of the Self-Social Symbols Task were analyzed by the method of a partitioned Chi-Square 1) around the median for the intial measure, 2) for changes over the period of the first year of desegregation and 3) for changes over the period between the fall and spring of the Seventh grade year.

The initial hypotheses were supported in part.

Negro and white children showed significantly different self-concepts in the dimensions of centrality, dependency, individuation and power. It was felt these differences reflected the differential caste positions of the two races in American society. Attendance in segregated schools intensified these differences for one or both races.

Significant changes in self-concept following an initial year of desegregation were limited to the formation of atypical patterns of socialization. Other subjects of this age tested by the Self-Social Symbols Task reveal a pattern of decreasing identification with a friend and increment in numbers of persons whom they would include in a group with self. Subjects in the desegregated schools of this study, increased in identification with friends and reduced the size

of groups in which they included themselves.

Negro and white children reacted differently in desegregation: Negroes tend to decrease in self-esteem following an initial rise; whites tend to increase in centrality following an initial decrement.

80. Bass, Edwin Jordan. An Investigation of Changes in Selected Ninth Grade Students' Concepts of Self and of Others after Interaction with Selected Materials Taught in Integrated and Segregated Groups. University of Southern Mississippi, 1968. 140p. 69-4685.

The purpose of the study was to investigate the change in ninth grade students' reported self-concepts and concepts held of others after interaction with materials taught in seminars of a segregated and an integrated group structure.

The population composing the sample involved in the study included eighty-eight ninth grade students meeting specific criteria. These students were randomly assigned to four groups of differing racial group composition. Each of the four groups was taught by a teacher team consisting of one English and one social studies teacher. The racial composition of the teacher team matched the racial composition of the group to which the students were assigned. A course composed of sixteen units dealing with morals, values and cultural differences was taught in sixteen sessions of three and one half hours in length.

The Bills Index of Adjustments and Values: High School Form was the pre- and post-test instrument employed to reveal reported self-concept, regard for self and others, of the students. The scores for each of the categories were compared as follows: 1. Total group. 2. Integrated group compared with segregated group. 3. Negro integrated compared with Caucasian segregated. 4. Negro integrated compared with Negro segregated. 5. Caucasian integrated compared with Caucasian segregated. 6. Negro integrated compared with Caucasian segregated. 7. Caucasian integrated compared with Negro segregated.

The data were tested by use of the Lindquist Type III Analysis of Variance technique for significance at the .05 level of confidence.

An analysis of the pre- and post-test data revealed no significant change in concept of self or acceptance of self when students were compared by race or by group. A significant change was found in Negro students' perception of others' acceptance of themselves ($p<.01$). Negro students in the segregated group revealed lower mean scores while the integrated Negro students' mean increased. In the assessment of direction of change for the participants, 50 per cent experienced changes in a positive direction and 50 per cent in a negative direction. When direction of change was analyzed by group it was found that Caucasian students in the segregated group and Negro students in the integrated group experienced a negative directional change, while Caucasian students in the integrated group and Negro students in the segregated group experienced a positive change.

Conclusions: 1. No significant change in concept of self or acceptance of self appears to develop on the part of Negro or Caucasian students as a result of experiencing subject matter as developed and taught in the study.

2. As revealed by participating students, it appears possible to provide an environment in which a significant change in Negro students' perception of how his peer accepts himself when he is exposed to subject materials taught in a seminar as conducted in this study. Negro students taught in integrated seminars tend to perceive their peers as being more accepting of themselves while Negro students in segregated seminars tend to perceive their peers as being less accepting of themselves.

3. It appears as though experiences as provided in this study and as revealed by participating students may elicit a change in distance between a students' acceptance of self and his perceptions of others' perception of themselves. Further, whether this change is positive or negative apparently is related to the racial composition of the group in which the student is taught. Negro students taught in a segregated group and Caucasian students taught in an integrated group tended to experience a positive change. Caucasian students taught in a segregated group and Negro students taught in an integrated group experienced negative change.

81. Bienvenu, Millard J., Sr. Effects of School Integration on the Self Concept and Anxiety of Lower-Class, Negro Adolescent Males. The Florida State University, 1968. 104p. 68-11,671.

This study dealt with the effects of integration on the lower-class Negro adolescent male. The purpose was to determine whether integration of Negro students into predominantly white schools had any significant influence on their self concept and level of manifest or overt anxiety. It was hypothesized that the self concept and level of anxiety of Negro students was unrelated to school integration. This research was part of a larger investigation, supported by the United States Office of Education, of the educational aspirations of 1200 male youth from culturally deprived families.

Eighty subjects from the larger study were the subjects for this investigation; 40 comprising an experimental group and 40 a control group. The experimental group was composed of those youth who transferred from Negro schools into predominantly white schools in North Florida in the Fall of 1966 whereas the control group were those subjects who had always attended an all-Negro school and continued their enrollment in the same school in the Fall of 1966. The two groups were matched for age, intellectual level, grade level and residence.

The Index of Adjustment and Values and the Taylor Manifest Anxiety Scale were administered to the 80 subjects in the preintegration and the postintegration situation. To lend some depth to interpretation and discussion of the statistical findings six subjects were interviewed; three from the control group and three from the experimental group. The Spearman Rank Correlation Coefficient was used to determine the relationship between anxiety and self concept in the

experimental group and in the control group before and after integration.

The most significant results were as follows: 1. There was a significant difference in self concept between the experimental group and the control group in the postintegration situation. 2. There was a significant difference in the anxiety level of the experimental group from the preintegration to the postintegration situation. 3. There was a significant difference in the anxiety level of the control group from the preintegration to the postintegration situation. No significant difference in anxiety was found between the experimental and the control group in the postintegration situation. Furthermore, there was no significant difference in self concept of the experimental group and the control group from the preintegration to the postintegration situation.

A significant inverse relationship between anxiety and self concept was found in each of the groups before and after integration. High self concept was generally correlated with lower anxiety.

82. Lansman, Martin. The Relation of Self-Image to Negro Achievement and Attendance in a Racially Integrated Elementary School. New York University, 1968. 121p. Adviser: Professor Joseph J. Azzarelli. 68-11,819.

In this study two main problems were explored. The first problem attempted to determine whether there existed a positive relationship between negative self-image of Negro children and their academic achievement level. The second problem attempted to determine whether there existed a positive relationship between negative self-image of Negro children and school attendance.

This investigation matched Negro and white elementary school students in a community that has a racially integrated school system but a segregated housing pattern. The sample consisted of Negro and white sixth grade students who were matched on the basis of their first grade records according to sex, intelligence quotient (85-105) and occupation background of the major family breadwinner. The investigator then analyzed both the scores of the achievement test taken in the sixth grade and the attendance figures of each child from first to sixth grade.

The Negro and white pairs were divided by sex, and high (96-105) and low (85-95) intelligence quotient levels. Attendance and achievement level were the dependent variable, negative self-image of the Negro children the independent variable. The analysis of variance and F ratio determined the significance of the findings used to test the two dependent variables.

The results showed that when all the Negro achievement test scores on the Iowa Tests of Basic Skills[1] were computed with all the white achievement test scores, the Negro achievement test scores were significantly lower than the white achievement test scores. When the total group was broken down by sex, the data showed that the Negro

female received significantly lower scores than the white female. The difference between the Negro male and white male was not significant. When the female group was further sub-divided into high and low intelligence quotient groups, only the high intelligence quotient Negro female group received achievement scores that were significantly lower than the high intelligence quotient white female group.

The lower intelligence quotient Negro group showed the least susceptibility to negative self-image as shown by test scores since this group scored closest to their white partners. Within this group the males showed no difference in achievement level when compared with their white counterparts.

The results of the second problem showed no significant difference between Negro and white attendance figures. An interesting finding, however, which might merit further study is that the Negro males in each category attended school more days on the average than white males, while the Negro families (sic) on the average attended school fewer days than the white females.

This study showed that the forty-eight Negro children tested achieved significantly lower than the white students. The author found that the higher intelligence quotient Negro females' achievement test scores in particular were clearly inferior to those of the males. One corollary of the above conclusion is that an elementary school which has been fully integrated for over fifteen years, with competent teachers, psychological services and remedial reading programs, still produces Negro students who score significantly lower than their white classmates. This is not meant to condemn the school but rather to indicate that full racial integration of a school may not be enough to counteract the negative self-image Negro children take to school with them. Educators must be concerned with improving the school program to the best of their ability while also concerning themselves with conditions outside of school; for the effects of these outside influences, which produce negative self-image in Negro children, may be too great for a good school program to counterbalance.

[1]E. F. Lindquist and A. N. Hieronymus, Iowa Tests of Basic Skills (Prepared at the State University of Iowa, Boston: Houghton Mifflin Co., 1956).

83. Aberdeen, Frank David. Adjustment to Desegregation: A Description of Some Differences among Negro Elementary School Pupils. The University of Michigan, 1969. 109p. Adviser: Lowell W. Beach. 70-4025.

This study is concerned with the school adjustment of forty Negro elementary school pupils who were bussed from a predominantly Negro elementary school to six predominantly white elementary schools in a small midwestern city. In this study school adjustment is considered to be indicated by scores on tests of reading achievement, social acceptance and self-esteem, which were gathered prior to desegregation and at one year and three years subsequent to

desegregation. Post-desegregation performance is analyzed in terms of age, sex and intelligence differences as well as differences in ten aspects of the children's personal and social life which were reported to school social workers by parents prior to desegregation.

The paper points out that the ratio between reading age and chronological age showed a decline in reading achievement subsequent to desegregation for three of the four grade level groups. Correlations between pre- and post-desegregation reading results were positive and significant in most cases.

Mean social acceptance tended to decline subsequent to desegregation. Post-desegregation performance was not significantly related to pre-desegregation performance, indicating that the bases for social acceptance were different in the desegregated school.

Self-esteem scores tended to go up in the first year of desegregation and then to fall to a point near the pre-desegregation measures, but the changes did not reach a level of statistical significance. Pre- and post-desegregation results were significantly correlated for one of the groups.

Grade level differences in performance on the three measures were not found, but girls performed significantly better than boys in post-desegregation reading achievement tests. Intelligence was generally unrelated to test performance.

Variables selected from the child's personal-social life were compared to reading achievement, social acceptance and self-esteem. From these analyses the most salient finding was a significant negative correlation between the number of organized non-school activities in which the children participated and post-desegregation social acceptance.

84. Evans, Charles Lee. The Immediate Effects of Classroom Integration on the Academic Progress, Self-Concept, and Racial Attitude of Negro Elementary Children. North Texas State University, 1969. 99p. 70-9127.

The area of concern of this study is that of the effects of classroom integration on Negro children. An attempt was made to measure the effects of one year of school integration on a group of newly-integrated Negro students. The areas of growth examined were academic achievement, self-concept, and racial attitude. Also investigated was the effect of such integration when sex, mental ability, and extent of classroom integration were varied.

Growth in the areas under examination was ascertained by comparing the changes on appropriate instruments of a group of ninety-nine, newly-integrated Negro children in grades four, five, and six with those of a matched group of de facto segregated Negro children. The children were matched on a basis of mental ability, sex, age, grade level, and socioeconomic status.

The instruments used to measure the changes in academic achievement, self-concept, and racial attitude were the Iowa Test of Basic Skills, the California Test of Personality, and the Purdue Racial

Attitude Scale respectively. All of these instruments were administered to integrated and segregated subjects at the beginning and close of the school year. Mean changes of the two groups were determined for each instrument. Differences in the changes of the two groups on each instrument were treated statistically.

In terms of academic growth, the newly-integrated Negro students failed to exceed the growth of matched students attending de-facto-segregated classes on the Iowa Test of Basic Skills. The small difference between the two groups, in mean gains from pre- to post-tests, favored the segregated group. Significant differences among relative mean gains of integrated students were not found for sub-groups based on mental ability, sex, or extent of classroom integration. Trends were for integrated subjects with lower mental ability, boys, and subjects in classrooms with higher proportions of Negro membership to exceed the relative mean gains of other integrated subjects.

In terms of self-concept, de-facto-segregated Negro children achieved a mean change that significantly (P=.001) differed from that of integrated Negro children on the California Test of Personality. Though segregated children gained only slightly on the total test, integrated children incurred a substantial loss of mean points. No effects were noted for integrated Negro children when grouped according to mental ability, sex, or extent of classroom integration.

In terms of racial attitude, de-facto-segregated Negro students increased their mean score on the Purdue Racial Attitude Scale significantly (P=.001) while that of integrated Negro students decreased slightly. No significant effects were found for integrated sub-groups based on sex, mental ability, or extent of integration.

The study concludes that the inclusion of Negro students in racially-mixed classrooms will not immediately and automatically produce spurts of academic growth, improved self-concepts, or more positive racial attitudes.

The findings of the study suggest that school authorities should plan specifically for classroom integration in order to take advantage of new opportunities to foster proper growth and development of all children that are inherent in classrooms comprised of new combinations of ethnic-group children.

It is recommended that longitudinal studies be designed to test the effects of integration over a considerable period of time, and that such studies include effects on white children and other ethnic groups.

85. James, Doyle Hill. The Effect of Desegregation on the Self-Concept of Negro High School Students. University of Southern Mississippi, 1970. 106p. 71-5391.

The intent of this study was to determine if the self-concepts of Negro high school students who preferred to continue in predominantly Negro schools differed from the self-concepts of the Negro high school

students who elected to move to predominantly white schools, and to ascertain if the change in self-concepts was greater after the students attended the schools for one year.

The research and clinical form of the Tennessee Self-Concept Scale was utilized as the instrument to measure self-concept. A two-way analysis of variance was employed to determine the level of significance among the three groups, one group remained in the predominantly Negro schools; one group moved by choice to predominantly white schools, and one group was forced by court decree to move to a predominantly white school.

The findings on both the initial examination and the final examination revealed no significant difference at or beyond the .05 level of significance in self-concept among groups of Negro high school students who attended predominantly white high schools by choice, predominantly Negro high schools by choice, or were forced by court decree to attend a predominantly white high school for a period of one year.

The means and standard deviations of the subjects' initial examination and final examination scores were found to be distinctly similar to national norms. The means of the initial examination and the final examination scores on all fourteen variables were found to be within one standard deviation of the national norm means.

86. Sisenwein, Martin. A Comparison of the Self Concepts of Negro and White Children in an Integrated School. Columbia University, 1970. 101p. Adviser: Professor Paul E. Eiserer. 70-19,699.

The study applied multidimensional analysis as a method for comparing the self concepts of Negro and white children. Previously, comparisons of global scores of self concept have not demonstrated the racial differences in self concept predicted at the conceptual level. Therefore, use was made of dimensions of the phenomenal field of school children derived from a factor analysis reported by previous investigators. The limitations of this approach were discussed, particularly the issue of validity of phenomenal constructs.

A modification of the Piers-Harris Wide Range Self Concept Scale was administered to 294 white and 108 Negro children from 19 fifth and sixth grade classes of a suburban school system that had been integrated for two years. The instrument produced global scores of self concept as well as five sub-scale scores associated with dimensions of the self concept. No significant mean differences were found for global self concept scores by race. Two sub-scale scores were found to be significantly different by race with the white sample scoring higher than the Negroes along the dimensions Happiness and Satisfaction and Perception of Behavior. The differences by race in the latter dimension were discussed in terms of the dynamics of self concept and as evidence of socio-cultural dissonance in the school setting.

Hypotheses tested the degree of convergence or divergence between

self concept measures and corresponding objective measures as they varied by race. Correlation analysis of the relationship between perceived Intellectual and School Status and standardized achievement confirmed the hypothesis that white Ss are more convergent in their scores than their Negro counterparts. The difference between the races was found to be attributable to the Negro males in the sample and reflected a self concept difference between male and female Negro children. The divergence of measures for the Negro males was discussed in terms of historical and familial antecedents and the dynamics of threat, anxiety and defense. An analysis of the conditions of feedback in the school setting was offered as further explanation for the lack of congruence of Negro boys' self concept and achievement measures.

Negro boys were also found to have higher mean anxiety scores than white males or females and Negro females. This finding suggested that high levels of anxiety may operate as a debilitating factor resulting in distortion of self concept development for Negro boys in perception of scholastic performance.

The hypothesis predicting racial differences between correlations of perceived and measured popularity was not confirmed. A strong but not significant difference between male and female Negroes was found, with correlations for Negro boys showing greater congruence of scores than Negro girls.

The testing of the formal hypotheses demonstrated Negro sex differences in the degree of congruity between a S's perception of a dimension of self and a related objective measure. Along the dimension of popularity Negro girls showed a significant lack of congruence and for the boys, the lack of congruity occurred along the dimension of achievement.

The sociometric patterns of intra and interracial nominations were analysed. Negro children were shown to have equal probability of being nominated as "best liked" or "least liked". Patterns of in-group and out-group racial orientations appeared to indicate the success of the school in providing contact situations in which prejudice is minimized.

The systematic effect of socioeconomic status on the relationship between self measures and objective measures associated with school achievement were examined. Congruence of measures was fairly constant for the white sample by social class while varying inversely with socioeconomic status for the Negro sample. The concept of rapidly accelerating Negro expectations for social and economic mobility and its differential effects on different class strata was discussed.

87. Clark, El Nadal. Analysis of the Differences Between Pre- and Post-test Scores (Change Scores) on Measures of Self-Concept, Academic Aptitude, and Reading Achievement Earned by Sixth Grade Students Attending Segregated and Desegregated Schools. Duke University, 1971. 110p. Adviser: W. Scott Gehman. 72-307.

The purpose of this study was to analyze the differences between pre- and posttest scores (change scores) on measures of self-concept,

academic aptitude, and reading achievement earned by sixth grade students attending segregated and desegregated schools.

The study subjected to experimental analysis the major null hypothesis that there are no differences between the adjusted mean change scores of black children attending segregated or desegregated schools or between the adjusted mean change scores of white children attending segregated or desegregated schools on measures of self-concept, academic aptitude, and reading achievement. Inherent in the major null hypothesis were four subhypotheses related to self-concept, two subhypotheses related to academic aptitude, and five subhypotheses related to reading achievement. A research design utilizing pre- and posttest scores for experimental subjects attending desegregated schools and pre- and posttest scores for control subjects attending segregated schools was employed.

The subjects participating in the study were 682 black and white sixth grade students enrolled in the New Hanover County, North Carolina, public schools in 1969-70. There were 108 subjects in the black desegregated (experimental) group and 88 subjects in the black segregated (control) group. There were 356 subjects in the white desegregated (experimental) group and 130 subjects in the white segregated (control) group.

Two instruments were used to assess attitudes related to self-concept: the Intellectual Achievement Responsibility Scale (IAR) and the Semantic Differential. The IAR was used to assess the degree to which the subjects felt responsible for their achievement regardless of whether the achievement was viewed as being a success or failure. The Semantic Differential was used to assess attitudes the subjects held toward four stimulus concepts: "Me At School"; "Me At Home"; "Me As I Would Like To Be"; and "Teachers." Academic aptitude was measured by the Verbal and Quantitative scales of the School and College Ability Tests (SCAT). The Reading subtest of the Sequential Tests of Educational Progress (STEP) was used to measure reading achievement.

Analysis of covariance was the statistical procedure employed. To test the hypotheses regarding differences between the adjusted mean change scores earned on the IAR; on the Semantic Differential; on the SCAT Verbal scale; and on the SCAT Quantitative scale, the pretest score was used as the covariate and the difference between the pre- and posttest scores (change score) was used as the criterion score. To test the hypotheses regarding differences between the adjusted mean change scores earned on the STEP Reading subtest, the pretest SCAT Verbal and the pretest STEP Reading subtest scores were used as the covariates and the differences between the pre- and posttest scores (change score) was used as the criterion score. The .05 and .01 confidence levels were adopted for purposes of interpreting statistically significant differences.

The analysis of data revealed that there were no statistically significant differences between the adjusted mean change scores earned by black children attending segregated and desegregated schools on any of the measures. The analysis of data also revealed that there

were no statistically significant differences between the adjusted mean change scores earned by white children attending segregated and desegregated schools on any of the measures except the "Teachers" stimulus concept of the Semantic Differential. The difference between the Semantic Differential stimulus concept "Teachers" adjusted mean change scores earned by white children attending segregated and desegregated schools was statistically significant beyond the .01 level of confidence. Although both white groups obtained negative adjusted mean change scores, white children attending segregated schools appeared to change more in a negative direction in attitudes toward teachers than did white children attending desegregated schools.

Thus the major null hypothesis was neither totally substantiated nor totally refuted.

Attitudes, Values and Aspirations

88. Tolleson, Sherwell Klawyn. A Study of the Interrelationships between Race, Socioeconomic Status, and Sex Variables in the Perception of Needs and Presses of High School Seniors in Segregated Schools. University of Alabama, 1964. 183p. 65-4070.

The purpose of this investigation was to study differentially the interrelationships of race, socioeconomic status, and sex variables with the perception of (a) personality needs and (b) environmental presses expressed by grade twelve pupils attending segregated high schools.

The Ss were 80 students enrolled in two segregated Negro and two segregated white high schools in a large southern school system. There were 20 Ss, ten male and ten female, randomly selected from the 12th grade population in each school. The judgments of three system-wide administrators and Warner Scale ratings on each S identified two schools serving lower class populations and two serving middle class populations. One Negro and one white school was in each class category.

A 2 x 2 x 2 factorial design was utilized in which factors of race, socioeconomic level, and sex were the controlled independent variables. The dependent variables were the Ss' scores on each of 12 personality factors measured by the Stern Activities Index and each of 11 environmental press factors measured by the High School Characteristics Index. Analyses of variance and supplementary t tests were used for analyzing the data on each of the factors measured by the AI and the HSCI. Significant differences were accepted on the basis of criterion probability of .05 or less on both F and t tests.

Analysis of the data yielded the following results:

Race Differences.--Negro Ss scored statistically significantly higher than white Ss on the following personality factors:

1. Self-Assertion. 2. Intellectual Interests. 3. Motivation. 4. Applied Interests. 5. Orderliness. 6. Submissiveness. 7. Closeness. 8. Egoism-Diffidence.

Negro Ss scored statistically significantly higher than white Ss on the following environmental factors:

1. Aspiration Level. 2. Intellectual Climate. 3. Academic Climate. 4. Academic Achievement. 5. Academic Organization. 6. Vocational Climate.

White Ss scored significantly higher than Negro Ss on the environmental factor of Play-Work.

Class Differences.--Statistically significant socioeconomic status differences were as follows:

1. Lower class Ss scored statistically significantly higher than middle class Ss on the personality factor of Egoism-Diffidence. 2. Middle class Ss scored statistically significantly higher than lower

class Ss on the environmental factor of Vocational Climate.

Sex Differences.--The statistically significant sex differences obtained on personality factors were as indicated:

1. Male Ss scored statistically significantly higher than female Ss on the personality factor of Self-Assertion.
2. Male Ss scored statistically significantly higher than female Ss on the personality factor of Audacity-Timidity.
3. Female Ss scored statistically significantly higher than male Ss on the personality factor of Closeness.

There were no statistically significant sex differences on the environmental factors.

Interactions.--The interactions of class by sex and race by class yielded statistically significant differences as follows:

1. Middle class female Ss, lower class male Ss, and lower class female Ss scored statistically significantly higher than middle class male Ss on the personality factor of Closeness. 2. Negro middle class Ss scored statistically significantly higher than white middle or lower class Ss on the Academic Achievement environmental factor. 3. Negro lower class Ss scored statistically significantly higher than white middle class Ss on the environmental factor of Academic Achievement. 4. Both Negro middle and lower class Ss scored statistically significantly higher than either white middle or lower class Ss on the environmental factor of Academic Organization. 5. White lower class Ss scored statistically significantly higher than white middle class Ss on the Academic Organization environmental factor.

Two possible interpretations of the findings were suggested: (a) the perceived personality characteristics and school presses of the Negro Ss were more favorable for academic pursuits, or (b) the white Ss were more willing to criticize themselves and their school environments realistically.

89. Sartain, James Auxford. Attitudes of Parents and Children Towards Desegregation. Vanderbilt University, 1966. 164p. Adviser: Professor Eugene Weinstein. 66-10,999.

The purpose of this thesis is to investigate the attitudes of parents and of their children towards the desegregation of the public schools. The data for this study were gathered in Oak Ridge, Tennessee, during the summer of 1955 just prior to the desegregation of the schools. Questionnaires provided the data for 70 students enrolled in the seventh and eleventh grades of the public schools. Interviews were conducted with 129 of their parents.

High socio-economic status, active participation in church affairs, a non-Southern regional background and low authoritarianism were found to be positively associated with parents' favorable attitude towards desegregation. Parents favorable to desegregation perceived a significantly greater percentage of the community and of their good friends favorable to desegregation than did those parents who were opposed.

Neither socio-economic status nor authoritarianism was significantly related to the attitude of the child. No significant association was found between the attitudes of the parents and the attitude of their child. A strong positive relationship, however, was found between the attitude of the child and his perception of his parents' attitudes. A similar association was found between the attitude of the child and his perception of the attitudes of adults in the community, his classmates, and his good friends. Agreement between the child's attitude and the perceived attitude of others was strongest for parents, followed by good friends, classmates, and adults in the community, in that order.

Two major implications may be drawn from the findings. First, for reference group theory, reference groups research is incomplete without the investigation of both actual and perceived attitudes, in order to allow for the possibility of discrepancy between the two. Second, the lack of agreement between parents' and children's attitudes, caused by the higher favorability of children's attitudes possibly may be attributed to an active campaign carried on by the public schools to promote a favorable attitude towards desegregation.

90. Singer, Dorothy. Interracial Attitudes of Negro and White Fifth-Grade Children in Segregated and Unsegregated Schools. Columbia University, 1966. 141p. Adviser: Professor Paul E. Eiserer. 67-2836.

The present investigation was designed to test the hypothesis that white children in classroom contact with Negro children would be more favorably disposed to Negro children than white children without such classroom contact. In addition to contact, variables such as intelligence and sex were explored. It was further hypothesized that children of higher intelligence and contact would be more willing to associate with Negroes, as measured by a Social Distance Scale, and would perceive Negroes in a more differentiated fashion than would children of lower intelligence and no classroom contact with Negroes.

Subjects were taken from three suburban schools, de facto segregated white, de facto segregated Negro, and unsegregated. There were 120 white subjects, 60 boys and girls in the white segregated school, compared to the same number in the integrated school. Negro subjects numbered 48 boys and girls in a segregated, and 48 boys and girls in an unsegregated school. All subjects were equated for IQ, Reading Scores, sex, years in same school, and socio-economic status.

Measures used were: (1) a modified version of the Bogardus Social Distance Scale, using five items to measure proximity, and twelve national or ethnic groups, among which were Negroes, and (2) a semi-projective, completion-type test of social perception called the Make-Believe Bus Test, consisting of 24 items under three categories, Association, Aggression, and Achievement. Material was read aloud to all subjects, and tests were coded to insure honesty of answers, as well as privacy for individuals.

Results of the Social Distance Scale for the white sample supported

the hypothesis that white children in an unsegregated school would be more willing to associate with Negro children. Negro children in the unsegregated school were also more accepting of white nationalities on the Social Distance Test than were Negro children from the segregated school.

On scales of Aggression and Achievement, High Exposure (integrated) white children saw Negroes as more aggressive and as non-achievers. Despite this, the white children in the High Exposure school were more willing to mingle with Negro children, as measured on the Association Scale, than were Low Exposure white children.

A striking result was the emergence of marked sex differences in ethnic attitudes. Superior IQ white girls in the segregated school, as well as the white girls of Average intelligence in the unsegregated school, were the two groups expressing most willingness to associate with Negroes. In contrast, High IQ Negro girls in the unsegregated school and in the segregated school were least willing to associate with whites, saw whites as aggressive, and as non-achievers. The Negro boys in the unsegregated school were more willing to associate with whites than were Negro boys in the segregated school.

Intelligence, while not significant by itself, interacted with sex and exposure variables. For example, in the Low Exposure, white school, children of higher IQ were in general less prejudiced than lower IQ children, even though, for the white sample, the Average IQ white children in the integrated school emerge as most liberal.

Further results disclosed that Negro children in the integrated school were more willing to "color" themselves in a "draw yourself" task than were Negro children in the segregated school. This may suggest a willingness on the part of the Negroes in the integrated school to differentiate themselves from white children, as well as an acceptance of their race.

The study demonstrates the need for additional and more intensive evaluation of attitudes over a period of time as integration progresses in the school systems.

91. McPartland, James Michael. The Segregated Student in Desegregated Schools: Sources of Influence on Negro Secondary Students. The Johns Hopkins University, 1968. 379p. 68-16,447.

This is a study of the influence of school desegregation on ninth grade Negro students from the Metropolitan Northeast. The data which is analyzed is from the U.S. Office of Education Survey, Equality of Educational Opportunity, administered in the Fall of 1965. Throughout this study, Negro students in desegregated schools are distinguished according to whether they also attend desegregated classrooms and are included in desegregated groups in their informal associations in school. A major objective of the analysis is to describe the effects of different degrees of desegregation on Negro students' attitudes and academic development, and to describe the situational components of these environments which explain these effects.

Beginning with a survey of the previous research on which hypotheses might be drawn on the effects of desegregation, the existing studies

proved often contradictory although suggestive of many variables and factors to which attention should be directed.

From this literature review, five situational factors were defined for examination: student environment, level of competition, social stigma, social integration, and quality of the instructional program. Two different questions were asked regarding these factors. First, are segregated and desegregated situations distinguishable on these five factors? For this question, the distinction was made between school desegregation and classroom desegregation. It was found that because of the formal arrangements of separate programs and ability groups within schools, Negro students in desegregated schools could nevertheless find themselves in segregated classes. Moreover, there was evidence that for each of the situational factors, desegregation at the classroom level rather than the school level played an important role on the kind of influences to which a Negro student would be exposed. The second question was "can the differences between segregated and desegregated Negro students in achievement and in several attitude and personality measures be explained by one or more of these situational factors?" In describing the differences between segregated and desegregated Negro students, several selection processes occurring outside of and within schools, were examined and statistically controlled. Again, the dominant influence of classroom desegregation rather than school desegregation revealed itself. An important result in this regard was that while generally desegregation had a positive effect on Negro student achievement, those who remained in segregated classes within desegregated school received no benefit in terms of their academic growth.

It appeared that each of the situational factors had some effects on Negro students, but that each influenced <u>different</u> aspects of the Negro students' development. Sources for desegregation effects on Negro student achievement were located in student environment, stigma and social integration factors. The effects on college plans were uneven, and thus no general desegregation effect was noted. However, some evidence was given that although general changes in expressed college plans were not found, the meaning and realism which desegregated students attach to these expressions is different from the other students. The source of the negative effect on desegregated students' desires to be among the best students in their class was found in the changes in a Negro student's relative achievement due to the level of competition in desegregated classes. No regular effects were found for a generalized measure of self-esteem, but the changes in Negro students' sense of opportunity was seen to derive from the changes in the racial composition <u>per se</u> of desegregated classes, indicating that the stigma of inferiority and defeatism had been somewhat lifted for them. Finally, social integration within desegregated schools, as measured by a Negro's inclusion in an interracial friendship group, was found to be the effective agent for changes in racial attitudes.

92. Baird, John Lawrence. An Exploration of Alienation of Secondary School Students Participating in Planned Desegregation. Oklahoma State University, 1969. 98p. Adviser: Dr. Kenneth St. Clair. 70-21,341.

This research was a time-series field experiment which included exploration and hypotheses testing of student alienation in a planned school desegregation environment. The population was comprised of students attending four secondary schools in a large Southwestern city. Three time references were used in the completion of the study with a data set corresponding to each time reference. The first time reference was in May of 1968, prior to desegregation which was planned for fall of 1968. The second time reference covered the third and fourth week in September of 1968. The final time reference occurred during the first and second weeks of March, 1969.

The alienation level of the subjects was measured by the Pupil Attitude Questionnaire developed by Kolesar. This instrument provided for the measurement of five dimensions of alienation--powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. The summation of these scores provided a composite alienation score. The alienation instrument was administered to randomly selected samples of the students in the four project schools at the three time intervals previously mentioned. The sample population was substructured according to sex, grade level, transfer or non-transfer status, core or peripheral residence, and core or peripheral school. The statistical treatment employed in the analysis of data was the Mann Whitney U test.

Findings and Conclusions: Comparisons of subpopulations were made in order to examine five hypotheses. The first hypothesis was supported in that it was found that students attending core schools had alienation levels which were significantly higher than students attending peripheral schools both before and after desegregation. Conversely, the second hypothesis was rejected when it was found that core residence transfer students did not have different alienation scores than peripheral residence transfer students. Similarly, hypothesis three was rejected when analysis of the data indicated that core residence transfer students did not have alienation scores higher, or in fact different from peripheral residence transfer students.

Interpretation of the data relating to the fourth hypothesis provides support for only qualified acceptance. Junior high school students were found to have significantly higher levels of alienation in the dimensions of normlessness and isolation after desegregation. Other points of comparison are not necessarily conclusive, precluding the total acceptance of this hypothesis. Very adequate evidence was found to support hypothesis five which predicted that male students would have alienation scores higher than female students. Significant levels of difference were found to exist not only in all composite scores, but also selected subscores of alienation.

93. Waltman, Bill Wayne. An Examination of the Attitudes of Negro High School Seniors in Segregated and Desegregated Schools in a Metropolitan Community. The University of Oklahoma, 1969. 118p. Adviser: Glenn R. Snider. 70-4488.

The problem of this study was to determine whether or not there were significant differences in the attitudes of Negro high school seniors in segregated and desegregated schools toward Caucasians and toward black militancy. The study attempted to analyze the relationships between anti-white attitudes as measured by Steckler's Anti-White Scale and attitudes which indicated militancy as measured by the Militancy Interview Form, which consisted of questions developed by Marx.

A statistical treatment was utilized to determine the significance of the difference between mean scores of those subjects in segregated schools and those in desegregated schools and to examine the relationships between anti-white attitudes and attitudes which were indicative of militancy. The population for the study included the Negro high school seniors in a metropolitan school system.

Based on the findings of the study it was concluded that subjects in two of the desegregated schools expressed lower anti-white attitudes and fewer attitudes which indicated militancy than did subjects in the segregated school. The subjects at School A, which was a desegregated school, were more militant and more anti-white than subjects at any of the other three schools involved in the study. It was further concluded that merely placing black and white students in the same school was not enough to build a climate of mutual respect and understanding.

It was recommended that further research be undertaken to determine the relationship of minority group participation in activities and other programs of the school to militancy and anti-white attitudes. It was further recommended that positive efforts be made through the curriculum, activities program and other educational services to develop positive efforts in human relationships which extend to all faculty members and students.

94. Fisher, James Edward. An Exploration of the Effect of Desegregation on the Educational Plans of Negro and White Boys. Oklahoma State University, 1970. 124p. Adviser: Dr. Daniel Selakovich. 71-11, 145.

Scope of Study: This research was a longitudinal field experiment which included the testing of three hypotheses which were predictive of the levels of educational plans of students participating in a planned school desegregation project. The population was comprised of students attending four secondary schools in a large Southwestern city. Data were gathered in two time periods in the completion of the study. The first set of data were gathered in September, 1968, and represented the levels of educational plans of the respondents at the outset of the desegregation project. The second set of data were

gathered in March, 1969, and were compared with the first data to evaluate change in educational plans.

The educational plans of the boys sampled was (sic) measured by a questionnaire constructed by Wilson in a California study and modified for this study. The questionnaire contained five closed and one open response that respondents could answer. The level of educational plans was categorized as being either high or low. In general, high educational plans were those which included college attendance as a goal and low plans were those where college attendance was not indicated. The instrument was administered to selected samples in the two time periods, September, 1968, and March, 1969. The sample population was substructured according to race, transfer, and nontransfer groups. The statistical treatment employed in the analysis of data was X^2 for two independent samples.

Findings and Conclusions: Comparisons of subpopulations were made to test three hypotheses. The first hypothesis was rejected in that it was found that fewer boys in high proportion Negro schools had high educational plans than Negro and white boys in predominantly white schools. The predominantly Negro school of the study did contain a high proportion of Negro boys with high educational plans. Similarly, the second hypothesis was rejected when it was found that Negro boys who did not transfer from high proportion Negro schools had as much negative change in educational plans as Negro boys who transferred to predominantly white schools. The third hypothesis was also rejected when the data did not prove significant. However, the prediction that more white boys who transfer from predominantly white to high proportion Negro schools was noted as a trend, though not statistically significant.

95. Knight, James Henry. The Interpersonal Values and Aspiration Levels of Negro Seniors in Totally Integrated and Segregated Southern High Schools. University of North Carolina at Chapel Hill, 1970. 205p. Adviser: Dr. Luther R. Taff. 70-21,205.

This study was designed to investigate the effect of attending totally integrated Southern high schools on the interpersonal values and aspiration levels of Negro seniors. The study also sought answers to nine special research questions which were intended to indicate additional effects of integrated education on Negro students.

The primary assumption of the study was that the interaction of Negro students with white students in a totally integrated school setting would have a "positive influence" on the values and aspirations of the Negro students.

The sample consisted of 179 Negro high school seniors of both sexes who attended totally integrated high schools, and 162 Negro high school seniors of both sexes who attended segregated (all Negro) high schools. Subjects composing the sample were homogeneous in regard to socioeconomic status.

Data regarding interpersonal values were gathered by Leonard V. Gordon's Survey of Interpersonal Values.

Aspiration level was determined by a two-factor criterion consisting of occupational choice, and educational plans. Occupational choices were classified according to the occupational choice categories outlined in A. B. Hollingshead's Two Factor Index of Social Position. Educational plans were assessed by a checklist embracing six plans following graduation from high school.

A special questionnaire checklist was utilized to gather data relevant to the nine special research questions.

The principal means of data analysis were analysis of covariance and Chi square.

No significant difference was found between totally integrated and segregated seniors on the six interpersonal values with which the study was concerned. There were, however, sex differences. Females tended to emphasize the value dimensions of Conformity and Benevolence, while males tended to emphasize Recognition and Leadership.

No difference was found between integrated and segregated seniors on occupational choice. A significantly greater percent of segregated seniors than integrated seniors expressed plans to attend a four-year college. The overall finding was that integrated males and segregated females had higher level plans after graduation than segregated males and integrated females.

No relation was found: (1) between socioeconomic status and interpersonal values of Negro male and female high school seniors; (2) between socioeconomic status and plans following graduation for either integrated or segregated seniors; (3) between number of extra-curricular activities participated in and interpersonal values of integrated and segregated seniors; (4) between type of high school attended and the amount of education anticipated beyond high school; (5) between integrated and segregated seniors on perceived necessity of education beyong high school; (6) between integrated and segregated seniors on expressed satisfaction with self; (7) between integrated and segregated seniors on expressed confidence in personal achievement.

A significantly larger percent of integrated seniors than segregated seniors expressed preference to attend colleges with only Negro and mostly Negro students.

96. Lucas, Sammie. Racial Perceptions of Metropolitan School Desegregation. The University of Tennessee, 1970. 100p. Adviser: Dr. Francis M. Trusty. 71-17,754.

The purpose of this study was to explore the perceptions of differentiated black and white groups relative to metropolitan school desegregation. Null hypotheses postulated that there were no differences between respondent groups in their perceptions of school desegregation as expressed by responses to single items representing desegregation activities.

Perceptions were obtained from 265 respondents by a questionnaire developed for this study. Respondents representing both black and white teachers, parents and students from the target school district

were included in the sample. Race was the only variable used in the analysis of group responses according to predetermined categories. The chi-square test was the statistical technique used in testing hypotheses for significant differences. The .05 confidence level was chosen for use in this study.

The data supported the rejection of each hypothesis, indicating that there were differences between racial groups in their perceptions of metropolitan school desegregation. The results also indicated agreement between racial groups in a number of areas of school desegregation, inferred by the directions of group responses.

There were more significant differences in responses between combined racial groups than for any subgroup. All respondent groups perceived a need to include blacks in the decision process at all levels relative to school desegregation.

White respondents were in more agreement on school desegregation practices and approaches than were black respondents in that whites agreed on 22 of 32 items compared to 14 of 32 for blacks. However, the response patterns of each subgroup approximated those of combined racial groups except for black teachers whose responses differed from the responses of both black parents and students. Black teachers compiled the largest number of undecided responses for any respondent group.

Blacks clearly want more, faster and more effective school desegregation than whites. Additionally, blacks tended to be more optimistic and hopeful than whites. The gulf that exists between the perception of blacks and whites indicates a distinct need for dialogue between racial groups.

97. Smith, William F. A Study of Biracial Interaction in a Racially Balanced School. The University of Tennessee, 1970. 185p. Adviser: Dr. Charles Achilles. 71-17,778.

The problem of this study derives from the question: Since the school has been designated a prime agency to effect integration, are there treatments or procedures which can be used in schools to promote social integration?

The hypothesis is that there will be an increase in interaction of members of the opposite race as the result of the four treatments described in this study. For purposes of this study a statistical level of .05 was accepted.

The study was basically designed as an experiment consisting of four treatment groups and a control group. Racial isolates were identified from sociometric data. Four treatments were applied: teacher reinforcement, peer reinforcement, role modeling and biracial triads, and group process. These were analyzed in relation to a control group after a 20 weeks' treatment period from early January to mid-May, 1970. Data for the study were derived from behavior observation, a semantic differential, and a sociometric device requiring responses to eight social situations.

Effects of specific treatments were established by using a mixed analysis of variance design where the between variables were the four treatments (and control group) and race of subjects. The within variable was performance data--baseline data (pre-treatment) vs. treatment assessment (post-treatment).

While the inconsistent results of this study have not warranted acceptance of the hypothesis, the trends of the findings have favored treatment over nontreatment. The findings have carried a strong implication that future treatment efforts of this nature may yield significant results which can be of major importance for education in the difficult task of effecting racial integration in the nation's schools.

98. Crawford, Carl Maurice. A Study of the Relationship among the Nature of Expressed Parent Concerns and Selected Demographic Characteristics of Communities Involved in School Desegregation. University of Miami, 1971. 168p. Adviser: Dr. Michael J. Stolee. 71-19,868.

Statement of the Problem: The general purposes of this investigation were to identify the nature of parental concerns in communities involved in school desegregation and to study the relationships among the nature of their concerns and certain demographic characteristics. Specifically, the purposes of this investigation were to determine: (1) what were the concerns (occasioned by desegregation) of parents whose children were attending desegregated schools?, and (2) was the nature of the concerns related to certain demographic characteristics?

Procedures: Data for this study were collected by means of a self-administered mail-back questionnaire which was constructed by the investigator, tested on a pilot population, subjected to factor analysis, revised and tested on the main population consisting of five subgroups (121 Negro and Caucasian parents).

Multivariate analyses of variance procedures were utilized in the analysis of the data. Tests of significance were based on Wilk's Lambda criterion.

Summary of Findings: The intensity of concerns of Caucasian parents was approximately the same regardless of what the ratio of Caucasian-Negro pupils was in a particular school. The results of this investigation indicate that the nature and intensity of parental concerns were not significantly related to the ratio of Caucasian-Negro students assigned to a given school center. Therefore, the inference is that Caucasian parents react to the fact of black students being assigned to a desegregated school and not how many.

A second group of findings of this study may have significant implications for both theories concerning acculteration as well as for procedures to employ in implementing the process of school desegregation. They were related income level and the magnitude of income differential. Significant differences between scores of Caucasian and Negro parents of high- and middle-income levels were obtained at

the .001 level of confidence, indicating that the intensity of concerns regarding problems of school desegregation was markedly different for Negro and Caucasian parents. In other words, it appeared that there was a "black" point of view and a "white" point of view and neither was a function of the level of income, nor the magnitude of differential in mean income of Negro and Caucasian parents.

No support was obtained for the theory that Negroes who presumably lived like Caucasians were more acceptable to Caucasians than Negroes whose income level differed from that of the majority of Caucasians. This finding suggested clearly and forcibly that how Caucasians reacted to school desegregation was not related to income. Additionally, how Caucasians reacted to Negroes was not related to the income level of the Negroes. Caucasians of all income levels held a similar view of Negroes and that view was not a factor of how much they earned or how well educated they were.

99. Hall, John Arlis. The Influence of School Desegregation on the Work Values and Occupational Aspiration Levels of Twelfth-Grade Negro Males in Texas Public High Schools. East Texas State University, 1971. 106p. Adviser: William A. Troth. 72-10,796.

Purpose of the Study: This study related the effects of (1) three school desegregation factors (number of years in a desegregated school, percentage of Negro students in senior classes, and high school size) and (2) three occupational factors (work value scales, occupational aspiration, and occupational discrepancy) on Negro male high school seniors in Texas public schools.

Procedure: All public high school campuses in Texas operating a twelfth-grade class were identified. High schools were grouped into six categories according to the number of years they had been desegregated. Groups included schools in the first, second, third, fourth, fifth, and sixth or more years of desegregation. Fifty-eight of the schools selected by stratified random sampling participated in the study. Instruments were administered to 638 randomly selected Negro male seniors and data were grouped according to (1) the number of years enrolled in a desegregated school, (2) percentage of blacks in senior class and, (3) high school enrollment.

Subjects responded to the 15 scales on the Work Values Inventory, and indicated their aspired to job, expected job, and enrollment by years in desegregated schools. Occupational aspirations and expectations were classified into one of six occupational levels. Occupational discrepancy scores, the difference between levels of occupational aspiration and occupational expectation, could range from 0 to 5.

Analysis of variance was calculated between each of the 15 work-value scales and the three school desegregation factors. Tests of chi-square were made between both level of occupational aspiration

and occupational discrepancy and the desegregated school environment factors.

Findings: One of the 15 Work Values Inventory scales, Way of Life, was significantly related to the number of years a student had been enrolled in a desegregated school. This value is associated with work which enables a person to live the kind of life he wants and be the kind of person he wishes. Students who had enrolled in desegregated schools for longer periods of time had significantly higher scores on this scale than those enrolled in desegregated schools for shorter durations.

Two work values were significantly related to the percentage of Negroes in twelfth-grade classes. Seniors in classes with 66.8 per cent or more black students scored significantly lower on the Surroundings Scales than seniors in classes with proportionately less Negroes. Esthetics Scale scores were significantly higher for students in classes with 33.4 to 66.7 per cent Negroes than for those in classes with less than 33.4 per cent Negroes. The size of high school had no significant influence on any of the 15 work-value scales.

A significant relationship between occupational aspiration levels and size of high school existed. Students enrolled in small high schools aspired to work in managerial and technical levels more than was expected. No other significant relationships were found between the school environment factors and occupational aspiration or occupational discrepancy.

Conclusions: This study suggests certain tentative conclusions:

1. At this point in time school desegregation in Texas may not have influenced work-value orientations, or occupational aspiration and discrepancy of twelfth-grade Negro males.
2. Increased desegregation may negatively affect the black student's Esthetics work-value orientation.
3. More black male students aspire and expect to work in skilled and technical occupations than previous research indicates.
4. Students from smaller high schools have less occupational awareness than those from larger schools.

100. Kelley, Joan Marie. School Segregation-Desegregation Preferences. The University of Rochester, 1971. 131p. 72-794.

The central purpose of this study was to explore children's preferences for segregated-desegregated school experiences in relationship to the type of school attended, grade level, ethnic group, and perception of parent preferences. The rationale for this study was based upon the immediacy of the school desegregation problem coupled with the lack of current data dealing with the thoughts of young children in regard to this problem.

Four hypotheses were generated for investigation:

(1) There is no relationship between the segregated-desegregated preferences of children and the racial composition of the school in which they are enrolled.

(2) There is no relationship between the segregated-desegregated preferences of children and their perceptions of parents' preferences for them.

(3) There is no relationship between the segregated-desegregated preferences of children and their grade level.

(4) There is no relationship between the segregated-desegregated preferences of children and their ethnic group.

Review of the literature focused on two specific areas--the racial attitudes of children and the measurement of racial attitudes. A Preference Inventory Schedule, applying pictorial techniques to the subject of segregated-desegregated school experiences, was designed and piloted with a group of 24 children. The Schedule was adopted for use in the major study and administered in 302 interview sessions over a two-month period to 151 subjects enrolled in the city school district of Rochester, New York. The sample consisted of subjects from schools representing three different types of racial composition. Fifty-seven subjects attended a school classified as segregated white; 47 subjects attended a school classified as segregated black; 47 subjects attended a school classified as desegregated. Classification of schools according to racial composition was derived from the ethnic census totals reported by the city school district for the year 1969-1970. The total sample involved 70 boys and 81 girls distributed between two elementary levels--69 primary--and 82 intermediate-level students.

Results were analyzed by means of chi-square for both summated responses and individual items. The chi-square analysis revealed the following significant (.05) relationships: between the preferences of children for segregated-desegregated school experiences and the racial composition of the school attended; between the preferences of children and their grade level; between the preferences of children and their ethnic group. A significant difference was not observed between the preferences of children for segregated-desegregated school experiences and their perceptions of parent preferences for them. The results offered further evidence that children were racially perceptive in that they identified with their own racial group and were cognizant of racial differences. In addition, the study demonstrated that contact by children of one racial group with members of another racial group fostered attitudes of acceptance.

101. Moreno, Marguerite Cusack. The Effect of Integration on the Aptitude, Achievement, Attitudes to School and Class, and Social Acceptance of Negro and White Pupils in a Small Urban School System. Fordham University, 1971. 101p. Adviser: Joseph Justman. 71-27,014.

This investigation sought to compare the effects of racial integration, at the beginning of Kindergarten with integration at the beginning of grade two, on the aptitude, reading achievement, reading growth, attitudes toward school and class, and social acceptance of Negro and white pupils.

Two hundred sixty three fourth grade children in a small city in the Metropolitan New York area constituted the study population.

Answers were sought to the following research questions: (1) Will there be significant differences between the mean scores obtained at fourth grade level on measures of academic aptitude, reading achievement, attitudes towards school and class, and social acceptance of Negro and white students?, (2) Will there be significant differences between the mean scores obtained at grade four on measures of academic aptitude, reading achievement, attitudes towards school and class, and social acceptance of Negro and white children who were initially segregated, and Negro and white children who were initially integrated?, (3) Will there be significant differences between the mean reading achievement scores at the end of grades one, two and three of Negro and white students?, (4) Will there be significant differences between the mean reading achievement scores at the end of grades one, two and three of the Negro and white children who were initially segregated and of the Negro and white children who were initially integrated?, (5) Will there be significant differences in the mean reading growth scores of Negro and white pupils at each grade level, as they progress from Kindergarten through grade four?, (6) Will there be significant differences in the mean reading growth scores of the Negro and white children who were initially segregated and of the Negro and white children who were initially integrated at each grade level, as they progress from Kindergarten through grade four?

Reading achievement test scores at each grade level and fourth grade I.Q. test scores were available. Attitude questionnaires and a sociometric instrument were administered at the end of grade four.

Statistical analysis of this data generally utilized an analysis of variance approach. When appropriate, t tests of significance and analysis of covariance were used to clarify obtained findings.

The analysis of the data showed that although the white students had significant higher reading achievement and reading growth scores than the Negro students from Kindergarten through grade four, when differences in aptitude were taken in consideration, differences in reading achievement were no longer evident. The same pattern was noted when the higher scores of the white children, who were initially segregated, when compared with the Negro pupils who had been initially segregated and the white and Negro pupils who were integrated initially.

While all of the subgroups showed positive attitudes to school, a more positive attitude toward school was shown by white pupils than by Negro pupils; the most positive attitudes were shown by the white pupils who were initially segregated. Differences in attitude toward school were not affected when differences in aptitude were taken into consideration.

Similar positive attitudes toward class were shown by the participating Negro and white students in the total groups and in the integration subgroups.

Initial integration or segregation of Negro or white pupils was not associated with better achievement in reading, greater growth in reading from grade to grade (through grade four), or attitude to class; initial segregation of white children was associated with a more positive attitude toward school but with lower acceptance of Negro pupils.

102. Useem, Elizabeth Livingston. White Suburban Secondary Students in Schools with Token Desegregation: Correlates of Racial Attitudes. Harvard University, 1971. 265p. 71-20,276.

The primary goal of this study was to identify the characteristics of white suburban students who held relatively negative attitudes toward black students bused to their schools. It was hypothesized that those students who ranked low on various status dimensions would resent the relative academic and social gains made by black students and would thus be more likely to express hostile feelings toward these students. Twelve hundred students in eight of the nine high schools in suburban Boston that participated in the METCO busing program were randomly selected to fill out a racial attitude questionnaire. Of that number, 1,042 (87 percent) completed the questionnaire in school during the month of May, 1969.

Analysis of the data revealed that there were significant differences between schools in white students' attitudes toward the METCO program. In some schools only a tiny percentage of students had negative attitudes about the program but in others there was a significant minority who expressed hostile feelings. Attempts to explain these differences between schools through a systematic analysis of the data collected were largely unsuccessful, partly because the number of schools involved was so small. Furthermore, the factors which probably explain the variations (such as the attitudes and behavior of school administrators) had not been adequately studied since the individual student rather than the school had been the unit of analysis in the research. Because of the differences between schools in students' attitudes toward METCO, the effects of school context were controlled for in the analysis performed on the whole sample.

The dependent variable in the analysis of the correlates of racial attitudes consisted of a scale based on students' replies to nine items in the questionnaire tapping their attitudes toward the METCO program. There were three sets of independent variables--students' ascribed statuses, their "achieved" statuses in school, and the degree of interracial contact they had experienced in and out of school. The major findings, which are based on multiple regression analyses and multi-way cross tabulations, are the following:

(1) Ascribed status variables
Other things being equal, there is a strong tendency for males and students from lower socioeconomic backgrounds to express negative feelings about the METCO program. There is a slight tendency for students whose ethnic background is Russian or Eastern European or whose religious affiliation is Jewish to have more favorable attitudes toward METCO than other students although the results on these variables are generally ambiguous.

(2) "Achieved" status variables
The lower a student's grade average and, more importantly, the lower his ranking in the hierarchy of ability groups, the more negative his feelings are about the busing program. There was no significant relationship between either a student's perceived

social status among his peers or his involvement in school activities on the one hand and his attitudes about the busing program on the other.

(3) Interracial contact variables
The greater a student's prior equal status contact with blacks and the greater his contact with METCO students in school activities, the more positive are his attitudes toward METCO. This is true partly because such contact encourages students to make a METCO friend which in turn is strongly associated with having favorable opinions about the busing program. On the other hand, there is a tendency for students who have had more classroom contact with METCO students than others to have more negative feelings toward the busing program. However, those few students in integrated classrooms who do develop a friendship with a METCO student have very positive attitudes toward the METCO program.

Overall, the direct and indirect positive effects of interracial contact do not act as a strong counterforce on the inimical influences of socio-economic and academic status on attitudes. Instead, they only mitigate to some degree the tendency for lower status students to express hostile attitudes. It is argued that the academic stratification system (which reflects and maintains the status hierarchies of American society) and the legitimizing belief systems inculcated in students divide disadvantaged youth from one another by subtly encouraging them to compete with one another and to resent one another's progress. Such influences prevent the development of authentic social integration and unity among them.

103. Webb, John Compton. Personal Problems of Negro Students in High Schools of East Texas. Texas A&M University, 1971. 114p. Adviser: Dr. Paul Hensarling. 72-13,257.

The basis of this study stems from student unrest in the Nation's schools, and specifically to desegregation as it relates to personal problems of Negro high school students. The study was designed to identify personal problems of Negro students in East Texas and to examine student attitudes concerning the desegregated school system. Both black and white students were tested for the purpose of comparison.

Two survey questionnaires were designed to gather data concerning the characteristics of school districts and individual students. Questionnaire A (QA) was designed to collect general information about the school from administrators and counselors. Questionnaire B (QB) was designed to collect personal characteristics from both black and white students. The QB was pretested for sensitivity, clarity of direction, thoroughness of response to personal questions, and time required for completion.

One copy of the QA and 30 copies of the QB were delivered in person by the researcher to thirty-four school districts located in East

Texas. A follow-up inquiry was conducted by telephone three weeks after delivery was made. From the thirty-four packages delivered, thirty-one schools (91%) returned completed 31 QA's and 900 QB's. Thirty-one QA's and 889 QB's were usable.

It was hypothesized that a majority of students, both black and white, are satisfied with the public school desegregation process. This hypothesis proved to be true. Sixty-six per cent of all senior students responding indicated they enjoyed their senior year more than any other year. The senior classes involved had previously attended segregated schools. There were no factors in the research that indicated other influences which might have affected their judgment.

Secondly, it was hypothesized that Negro females were slower to adapt to the desegregation process, due to their social status and lack of participation in extra-curricular activities. This hypothesis was found to be false. Negro girls do adapt more slowly to the desegregation process, but not upon the basis of social status and participation.

Finally, it was hypothesized that personal problems of Negro students exist that have not been previously identified. Although the findings indicated that Negro students had many personal problems, the hypothesis is rejected. The problems identified were generally common to all students.

During the course of this research it became apparent that there are four major related areas which need to be studied:

1. The negative attitude that black females have toward white females. Attempts to study this problem have not provided information needed in problem solving.
2. The identification and analysis of factors which seem to limit communication between students and their parents.
3. The identification and analysis of factors which seem to limit communication between students and professional personnel.
4. The identification and analysis of reasons for a greater percentage of academic failure of black students when compared to white students.

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